DOCUMENT RESUME

ED 217 805 HE 015 216

AUTHOR	Zubin, Judie
TITLE	Developing Women's Management Programs: A Guide to Professional Job Reentry for Women.
SPONS AGENCY	Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE	82
NOTE	249p.
AVAILABLE FROM	WEAA Publishing Center, Educational Development Center, 55 Chapel Street, Newton, MA 02160.
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Academic Advising; College Graduates; Employment Experience; *Employment Potential; Experiential Learning; *Females; Higher Education; *Internship Programs; *Managerial Occupations; Nontraditional Students; *Professional Development; Professional Occupations; Program Administration; Program Implementation; *Reentry Workers; School Business Relationship; Student Recruitment; Womens Education
IDENTIFIERS	*Goucher College MD; Job Sharing

ABSTRACT

The Women's Management Development Project (WMDP)--initiated at Goucher College in 1977 to provide job reentry opportunities at the professional or management level to college-educated women in the Baltimore, Maryland, area--is described. The program involves a 6-month course of cognitive and experiential training, combined with individual and group counseling, and is followed by a 3-month paid internship in a private business. These full-time positions are worked by two women on a time-shared basis. This guide describes in detail the Goucher experience in launching the WMDP and indicates how other colleges can implement similar programs. Overall topics are as follows: project planning, staffing, developing and coordinating internships, recruiting participants, screening and selecting participants, the training course, counseling participants, time sharing, evaluation, and cost. Activities pertaining to the internships include: researching potential internship sponsors, producing the employer-oriented brochure, making initial contacts, securing commitments for internships, drafting position profiles, and coordinating with liaisons and supervisors. Participant screening and selection involves: using the preapplication procedure, conducting screening workshops, evaluating and interviewing applicants, pairing candidates for internships, checking references, and preparing finalists for internship interviews. Since the program is not designed to offer academic credit toward an undergraduate degree, the prerequisite of at least a bachelor's degree is considered necessary to maximize participants' chances for success in placement and future advancement. A course syllabus is appended. (SW)

ED217805

Developing Women's Management Programs

A Guide to Professional Job Reentry for Women

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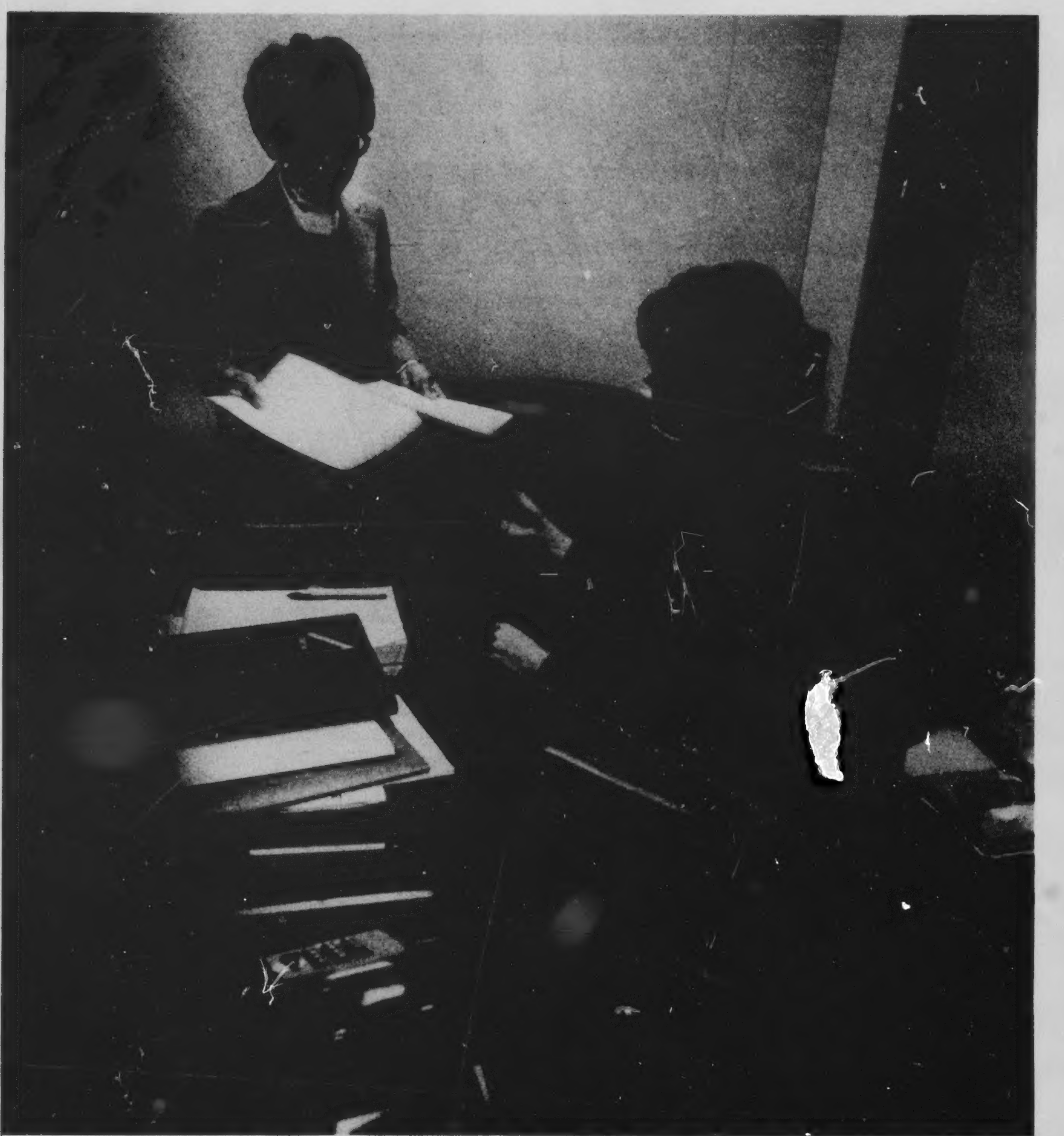
Printed and distributed by the WEEA Publishing Center, 1982,
at Education Development Center, 55 Chapel Street,
Newton, Massachusetts 02160



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Preface

In the last decade, the two-income household has become the norm rather than the exception. Increasing numbers of women are entering the work force each year, and employment opportunities for them have expanded dramatically. Yet for the woman who has chosen not to work while raising a family and for others whose careers have been interrupted, reentering the job market can be an intimidating and discouraging proposition. All too often, college-educated women reenter to low-paying, nonprofessional positions in which they are underemployed and quite rightly dissatisfied.

The Women's Management Development Project (WMDP), initiated at Goucher College in 1977, addresses the professional career aspirations of such women through an innovative program that combines specialized management training with paid internships in private business and industry. This guide describes in detail the Goucher experience in launching the WMDP and indicates how other colleges can implement similar programs. A complete course syllabus is included as an appendix.

Although the program has been tried only at Goucher, its design seems flexible enough to be adapted elsewhere. The program's intended audience--college-educated women out of the work force--is by no means restricted to the Baltimore area, and Goucher has no monopoly on the kinds of resources needed for such a venture. A retrospective analysis of the features that do seem essential to such an effort may provide a useful barometer of the program's viability in other settings.

The extent to which the project can be duplicated elsewhere depends on two interrelated prerequisites. First, since an undergraduate degree is required of all women who enroll, the sponsoring institution logically must be at least a 4-year college. Second, the concept probably is suited only to an urban setting, for it is only in such areas that the requisite internships can be developed.

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Success in establishing the project at Goucher depended to a significant degree on the college's sponsorship. Goucher's academic prestige and its reputation in the metropolitan area were critical factors in the program's credibility, both with applicants and with internship sponsors. Yet this is an entirely new type of undertaking for Goucher, a small liberal arts college for women that has neither undergraduate- nor graduate-level business programs.

Administratively the WMDP is part of the college's revitalized continuing education division, but it functions quite autonomously. Project directors are totally responsible for planning the program, recruiting its participants, developing internships, and designing the training course. Their initiative, resourcefulness, and flexibility have been essential to the program's initial and continued viability.

Establishing internships continues to be one of the most demanding and time-consuming facets of administering the program. Each year a new set of internships is developed for the program's class of twenty to twenty-five women. In arranging internships that will meet the career objectives of these women, placements that offer both occupational diversity and advancement potential are sought. The many large and medium-sized firms headquartered in the Baltimore area make such an internship program quite feasible. But Baltimore certainly is not unique in this regard.

The respect the college enjoys in the business community has contributed positively toward efforts to arrange internships, but this situation is in no way specific to Goucher. Like other educational institutions, Goucher seeks to foster a positive and mutually beneficial relationship with local business and industry. Executives from some of the area's largest firms serve on the college's board of trustees and Goucher, like most private colleges, depends heavily on corporate support. Many Goucher alumnae in turn are employed by area corporations. As a result, industry contacts are initiated both through alumnae and through business leaders having ties to the college.

Supplementing classroom knowledge with practical career experience is no longer a novel concept either for colleges or for most businesses. Internship programs are now part of the educational picture at schools throughout the country. Since Goucher has a long tradition of departmentally sponsored undergraduate internships, most of the corporations that the project directors approached were familiar with the idea. However, WMDP placements are entirely separate and distinct from the college's undergraduate internship program. The latter focuses on unpaid January placements with nonprofit organizations and government agencies; WMDP internships, in contrast, are 3-month, paid, entry-level management positions in private business and industry.

During the pilot program, all internships were time shared. Most firms that ultimately sponsored such internships reacted favorably to the experiment with time sharing. Many at first were dubious about this alternative work pattern and some declined to participate because of this feature. In the 3 years since the project began, the emphasis has shifted noticeably, from time-shared to full-time internships. This trend reflects a change in the work preferences of applicants, who increasingly view a full-time commitment as necessary to success in a professional career. Three-quarters of the 1981 internships are full time; the remainder are part time or time shared.

The Goucher program continues to attract qualified applicants, who now pay $2,000 tuition for the 9-month program. This suggests that the WMDP is meeting a very real need among women in the area and that the program does improve the professional employment prospects of its graduates. A comparable need undoubtedly exists in other metropolitan areas. It is hoped that by building on the Goucher experience, as outlined in this guide, other colleges and universities will find it easier to establish their own professional job reentry programs for women.

1. Introduction

The Women's Management Development Project (WMDP) at Goucher draws from among college-educated women in the Baltimore area who have demonstrated leadership experience as volunteers but little or no recent paid work experience. The overall aim of the project is to provide job reentry opportunities at the professional or management level. The program itself entails a 6-month course of cognitive and experiential training, coupled with individual and group counseling, and is followed by a 3-month paid internship in a private business. These full-time positions are worked by two women on a time-shared basis.

HIGHLIGHTS OF THE GOUCHER EXPERIENCE

The idea for the project originated with codirector Winifred Borden, who conceived of it as a means of helping volunteers market their skills. To the college's dean and to the director of its adult education center, the project seemed a natural extension of Goucher's well-developed undergraduate internship program and of its commitment to mature women. A small liberal arts college located in an urban environment, Goucher has a long tradition of preparing women for careers in business and the professions.

Four specific objectives were set for the pilot program:

1. To promote job reentry by offering training, counseling, and direct experience.
2. To demonstrate that leadership potential developed through volunteer work (unpaid work for nonprofit or public service organizations) could be transferred to professional- or management-level employment in the private sector.
3. To evaluate the effectiveness of two adults holding a single full-time job on a time-shared basis.
4. To publish a guide that would enable others to start similar programs.

The pilot program was launched in October 1977, and the first class was accepted in June 1978 for training that began in September 1978. A grant from the Women's Educational Equity Act Program (WEEAP), U.S. Department of Education, supported start-up efforts and made tuition unnecessary during the first year.

Several factors stand out as measures of the project's success:

1. After graduation more than two-thirds of the women in the program had accepted permanent full-time, part-time, or time-shared jobs, more than half of them with the companies at which they had interned.
2. A majority of the businesses that sponsored internships favored the time-sharing arrangement and indicated a willingness to participate again.
3. Members of the first graduating class rated both the training and the internship experience as being very beneficial.
4. The second-year class, composed of twenty-five women, began training in September 1979. Each participant paid $2,000 tuition, making the project self-supporting as of that time.

(It should be noted here that the 1979 intern program was Goucher's adaptation of the WEEAP pilot model developed during the preceding 2 years. Such items as the $2,000 tuition charge, the $35 screening fee for all potential applicants, and the final cocktail party were not features of the pilot model.)

THE GUIDE

A further measure of the success of the WMDP concept is the extent to which it will be implemented by colleges and universities in other areas of the country. Throughout this guide, an effort has been made to outline clearly and concisely steps in developing a comparable program. It is hoped that others both will learn from the Goucher experience and will adapt the concept creatively to meet the specialized needs and resources of their women, their college or university, and their community.

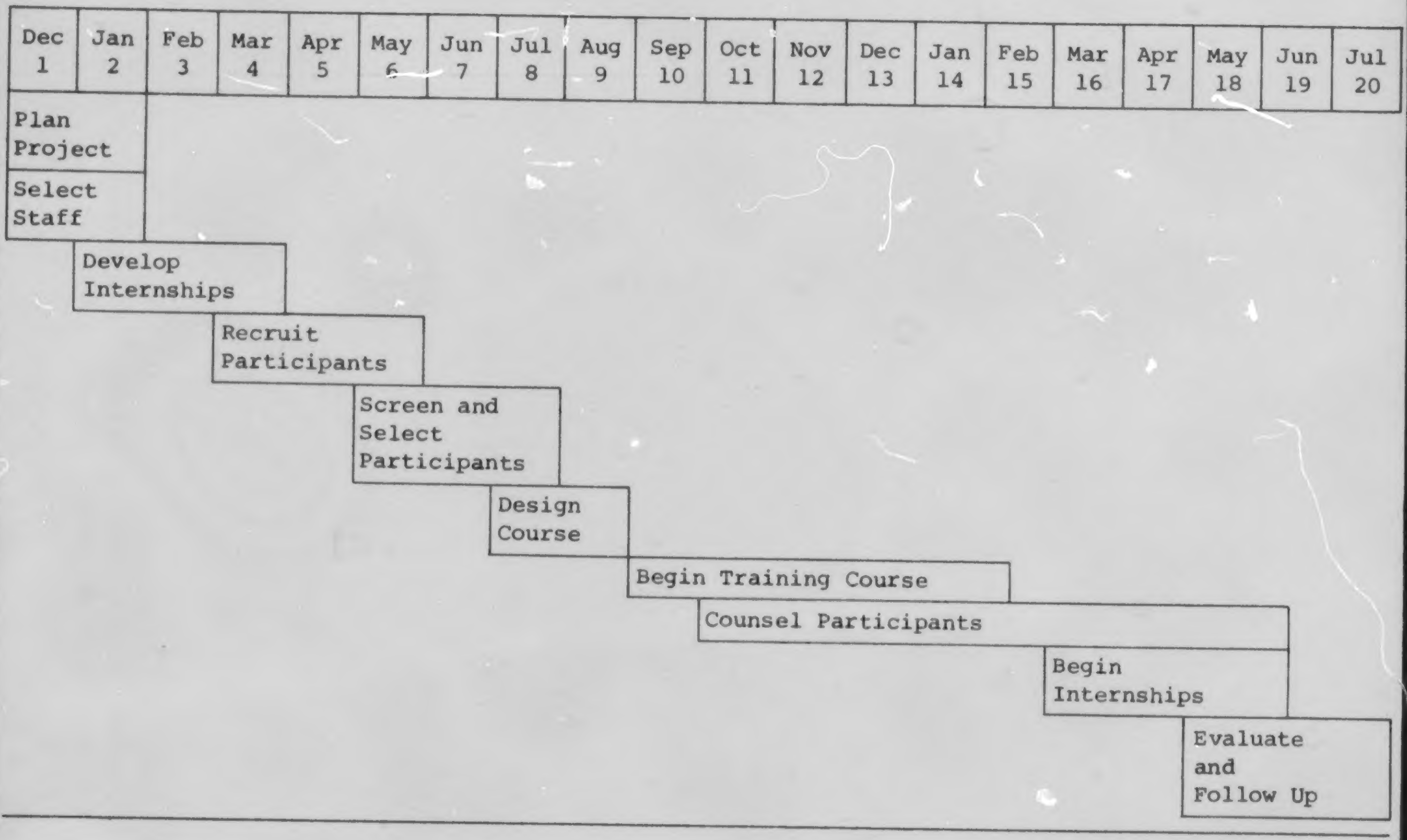
The focus on college-educated women out of the paid work force is central to the design, as is the emphasis on reentry at professional and management levels. Businesses consulted about the program stated that at least a bachelor's degree is required of all new professional employees. Although people do reach management levels without a college education, they now are more the exception than the rule. Since the Goucher program is not designed to offer academic credit toward an undergraduate degree, this prerequisite is considered necessary to maximize participants' chances for success both in placement and in future advancement. Other factors may vary according to the goals of individual projects--criteria for selecting participants; types of position offered; the location of internships in private, public, or nonprofit sectors; the range of services to be provided.

Thus, the guide offers a model, but a model with built-in flexibility. As Goucher's pool of applicants and its range of internships change, the program will be adapted to meet the needs of participants most effectively.

The guide is arranged chronologically, beginning with initial planning considerations. It proceeds, in step-by-step fashion, through staffing, development of internships, recruitment, selection of participants, training, counseling, the time-sharing feature, evaluation, and cost. The chart on page 4 demonstrates visually how these activities are interrelated during the 18 months required to launch such a program.

Internships form an integral part of project design and are referred to throughout the guide. Readers interested mainly in this aspect of the program should refer especially to chapters 4, 8, and 9: Developing and Coordinating Internships, Counseling Participants, and Time Sharing. Chapter 7 describes the philosophy, purpose, and organization of the 6-month training course but does not give specific information about its content; a detailed course syllabus is included as an appendix.

PROGRAM DEVELOPMENT



2. Project Planning

The effectiveness of a Women's Management Development Project depends to a large extent on the quality of the market research and planning that precede it. The general objectives should be (a) to identify a need in the community; (b) to define the goals one hopes to achieve; (c) to assess the feasibility of program implementation; and (d) to build into the design criteria for project evaluation. The aim in this chapter is not to provide answers but rather to suggest questions that will help others arrive at the answers most appropriate for their projects.

It should be noted that the four steps are interrelated in such a way as to produce the proverbial chicken-and-egg phenomenon. By beginning with the question of need, however, the other items follow quite naturally.

IDENTIFYING THE NEED

The search for a project focus is narrowed by the fact that the need here is to be identified among college-educated women interested in job reentry at the professional level. Still, it is necessary to identify the most appropriate subset of the population locally, to decide in what employment sector internships will be developed, and to define the desired level and status of work.

DEFINE THE POPULATION

Several target populations seem especially well suited to the WMDP concept:

Leaders in volunteer organizations. Goucher's initial class included women who had been founder, president, chairperson, cochairperson, or committee head in the following types of organizations: educational, community, religious, scouting, hospital, women's, neighborhood improvement, political, and fund raising for disease control. All but one had some paid work experience, but little of it recent. On average, these women had two or three children and lived within commuting distance of the college.

Displaced homemakers. Recently separated, divorced, or widowed women (and those whose spouses are unable to work through illness or accident) often must adjust to a totally new lifestyle. Changed financial circumstances sometimes make returning to work imperative, but for women out of the work force for several years this prospect can seem insurmountable. The training, the supportive counseling, and the internship experiences of a WMDP could ease the transition for this group. An extensive scholarship program might be required if such a project dealt exclusively with this population.

Career changers. Job dissatisfaction is surprisingly high, especially among college-educated women. Sometimes the answer is a complete change of careers. Once established in an occupation, many assume that radical change is impossible without extensive (and time-consuming) retraining, loss of income, and unjustified risk. A short-term program like the WMDP, with its career exploration and internship facets, might expand the options of potential career changers.

A specific age group. Although the percentage of married women who work has nearly doubled since 1960, many women still choose not to work while raising a family. Young women often have mixed feelings about leaving preschool children. A program addressed to this population might need to include quality child care facilities. Alternatively, the focus might be on the woman whose family has grown and who seeks to redirect her life by returning to work.

A specific occupational group. Disciplines like the biological, physical, and computer sciences change so rapidly that a woman out of the labor force for any length of time will need to update her skills and experience to make them marketable. The training aspect of such programs would need to be specially designed, of course.

ISOLATE THE TARGET EMPLOYMENT SECTOR

All three of the paid employment sectors--private, public, and nonprofit--are well represented in the Baltimore metropolitan area. But the potential for absorbing paid interns seems greatest in the private sector. This may not be the case in other areas of the country, and the choice of internship sites will depend on local circumstances. It is not essential that a project focus on a single sector.

Private sector. This is the sector of concentration for the pilot project. The focus on internships in business and industry reflects the codirectors' observation that opportunities for women in management traditionally have been more limited here than in other segments of the economy. Current pressure for equal employment opportunities makes this effort a timely one. Not only is the range of options in this sphere unusually broad, but private sector employers enjoy greater autonomy in employment decisions than do those in other sectors. Thus, they are viewed as better prospects for long-term employment.

Public sector. Short-term paid internships may be more complicated to arrange in the public sector because of civil service requirements and bureaucratic delays. Some government agencies do have provisions for temporary classifications, though. In areas such as the national or state capitals, where there is little private industry, the public sector might be the most appropriate choice for internships.

Nonprofit sector. Many nonprofit organizations have built-in mechanisms for absorbing volunteers into paid positions. Since the Goucher program concentrates specifically on women with volunteer experience, this sector was not a logical choice. In projects aimed at other populations, the nonprofit sector--private educational, cultural, fund-raising, and civic groups--may be a fruitful ground for internships. One Goucher internship was arranged with the County Chamber of Commerce.

DECIDE ON WORK LEVEL

Although the Goucher program emphasizes professional development, there is room for flexibility here, too. Job level must be specified in terms of the population to which the program is addressed and the sector in which interns will work. There is little to be gained by promoting reentry into jobs with limited advancement potential or into female-dominated occupations in which the skills of college-educated women long have been underutilized. Alternatively, it is unreasonable to anticipate that such short-term training can instantaneously convert women out of the work force into bank presidents or top-level executives. At Goucher, internships consist of entry-level professional positions that offer a strong potential for advancement.

DEFINE DESIRED INTERNSHIP STATUS

Four decisions are implicit in defining the optimal internship status: (a) will the intern fill an existing position or will a special one be created; (b) will the intern be paid, and at what rate; (c) will the internship be full time, part time, or time shared; and (d) how closely will internships be tied to subsequent permanent employment?

Existing or specially created positions. Where job placement is inherent in internship arrangements, existing positions might be filled by project interns. Such internships increase the probability that women will be offered permanent employment, because interns can demonstrate readily how their skills might be used within the department or elsewhere in the company. Several of the internships arranged for the pilot program were specially created positions, and many were project oriented. These arrangements minimize disruption among co-workers and allow participating firms to plan well in advance. Employers favor project-oriented work because it can be completed within the 3-month time frame. They point out, however, that such work does not encompass some of the more mundane day-to-day tasks that are a part of most regular jobs. With specially created positions, particularly project-oriented ones, it is more difficult for the sponsoring organization to perceive how the interns' skills could be applied permanently.

Payment. No resistance to paying interns has been encountered among internship sponsors in the Baltimore metropolitan area. Interns are paid at salaries comparable to those established for similar professional positions within each company. The original notion of unpaid internships was abandoned when it appeared that such arrangements would violate the Federal Fair Labor Standards Act. If interns did "meaningful work," particularly in filling existing positions, firms would have been required by law to pay them at the regular salary level. For specially created positions, employers would have had the option of paying as low as minimum wage.

Full time, part time, or time shared. Although the vast majority of the labor force works full time (35 or more hours per week), part-time and time-shared arrangements meet the needs of women with young children more effectively. Further, time-shared positions afford the kind of mutually supportive climate that can be especially helpful to those reentering the work force after some years' absence. Career changers, however, generally are more interested in full-time employment. Commitments for full-time internships may be easier to obtain than those for part-time or time-shared ones, since employers anticipate a greater return for their investment in full-time employees.

Permanent employment. Although reentry is implicit in the WMDP concept, actual job placement was prohibited under the terms of the Goucher project's grant. Therefore, internship sponsors are under no obligation to hire interns permanently, nor are interns required to accept employment offers. Rather, the emphasis is on preparing women to perform competently in their internships and as job seekers. Guidance is offered in career exploration, resume preparation, and interviewing techniques, and informal referrals are made when appropriate. In other projects, internships might be tied more directly to permanent positions, or a specific job placement facility might be established for the participants.

DEFINING PROJECT GOALS

Once decisions have been made about the target population, employment sector, level of work, and status of internships, project goals must be defined clearly in terms of those decisions. Goals should be specific, realistic, and flexible.

BE SPECIFIC

Only by setting specific objectives is it possible to retain project focus in the face of the competing or conflicting influences that seem inevitable whenever a new program is launched. Specificity relates both to what one hopes to accomplish and to how one intends to accomplish it. The scope of the project and the services to be offered both come into play here. The Goucher experience indicates that a class of twenty-five to thirty women is the maximum number that can be trained together effectively. Any increase in size would necessitate two training sessions, additional staff, more internships, and perhaps night classes.

Services provided at Goucher are limited to the training course, individual and support-group counseling, and the internship experience. Preparation for job hunting is incorporated into the training course, and Goucher's existing placement service is available to women in the program.

Other services, such as a separate job placement facility or supplementary courses for college credit, might be valuable. These could be provided either directly through the program or in cooperation with existing services in the community. Women enrolling in a professional job reentry program should be prepared to make their own arrangements for child care.

BE REALISTIC

It is unrealistic to expect that such a program will solve all the problems of a given target population, or that suddenly it will convert employers to the radical notion of time sharing or open the doors of the corporate boardroom to women. But it is realistic to assume that some strides can be made. Realism implies consideration of time frame as well. Through a 6-month training course

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and a 3-month internship, it was possible to demonstrate the transferability of leadership potential developed in the volunteer sphere to professional work in business and industry. But the success of placing these women on a "fast track" into management depended in large measure on their existing management potential. Other target populations should be evaluated carefully in terms of their potential, the desired job level, and the duration of training and internship experiences.

REMAIN FLEXIBLE

The pilot project demonstrated the need for flexibility. Original criteria for acceptance stipulated that the women have had no paid work experience in the preceding 5 years. This was modified when it became clear that many of those with the most significant volunteer experience also had some recent paid employment. In addition, original plans called for 6-month unpaid internships in existing positions. These plans were altered in light of early contacts with potential internship sponsors, the legal conflict inherent in unpaid status, and the recognition that 3-month, project-oriented internships would be more workable.

It should be clear that none of these modifications conflicted with the basic goals of the project. But they were necessary to make its implementation feasible.

ASSESSING THE FEASIBILITY OF IMPLEMENTATION

Both external and internal factors must be analyzed to determine how easily such a project can be started in a given area. This analysis entails market research on the outside community and evaluation of existing resources within the sponsoring institution.

ANALYZE EXTERNAL FACTORS

Target population. How large is the target population? Is the program's scope appropriate to the potential audience for it? What is the best way to generate interest in the project among possible enrollees? What criteria will be used to select applicants?

Existing community resources. What existing programs in the local area are addressed to similar populations? Obtain literature on these community resources and talk with their directors and with participants. Reevaluate project design to make certain that it complements these efforts rather than competing directly with them.

Internship sponsors. How extensive and varied is the employment sector in which internship commitments will be sought? Can internships be arranged with each of a dozen or more firms, or should some larger organizations be asked to sponsor several internships? Will the economic climate in the community support the kind of expansion such internships imply?

EVALUATE INTERNAL RESOURCES

Contacts. In terms of marketing the program both to participants and among potential internship sponsors, the extent of the school's network of established contacts can be a major determinant. Reaching the target population may be eased significantly if a college has an adult or continuing education program and an active alumnae or service organization. An undergraduate internship program, an active college placement service, and college faculty members or administrators with contacts in the target employment sector can ease the difficult process of generating internships.

Staff. Does the college have on-line administrative, teaching, or counseling expertise in the women's management/professional field? The financial burden of such a project may be eased by supplementing project staff efforts with in-kind or part-time services provided by such personnel. Please see Chapter 3 for an analysis of criteria for WMDP staffing.

Facilities. How readily can office, classroom, and group counseling space be made available? Is such space available at a time when participants will be able to attend, i.e., mornings or evenings? Is office equipment on hand or must it be purchased? Could the college or university's public relations department help generate press coverage for the project? Is there a publications office that could assist with the preparation of brochures about the program?

INVESTIGATE FINANCING OPTIONS

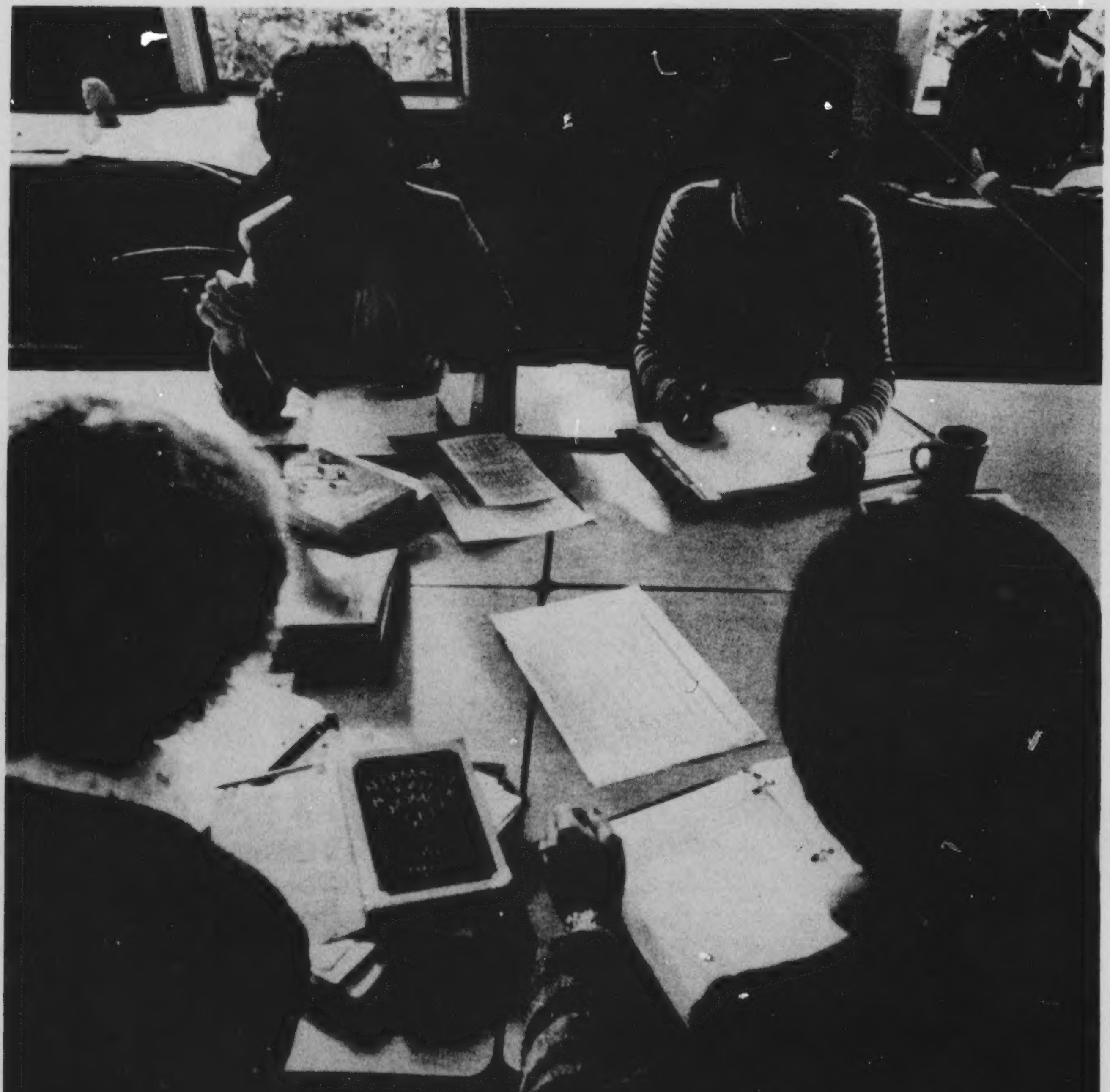
Financial considerations play an important part in determining program feasibility. Decisions about how a project will be financed depend on both external and internal factors. Can the sponsoring institution afford initial start-up costs, or should outside support be sought? Is it reasonable to expect that all participants will be able to meet projected tuition costs, or will a scholarship program be needed? Please see Chapter 11 for information on approximate start-up costs and annual operating expenses.

DESIGNING EVALUATION INTO PROJECT PLANS

Evaluation is an important component of such service-oriented efforts. Logically, program success should be measured in terms of specific goals. As part of the planning process, criteria should be established for judging the extent to which objectives have been met. Through a well-designed evaluation effort, the legitimacy of initial assumptions can also be determined. Ideally, techniques should be developed for before-and-after comparison of both concrete and subjective factors. For example, participants' skills should be measured and their expectations gauged both at the outset and at the conclusion of the project.

To insure objectivity and to preserve anonymity, the evaluation of the pilot project was conducted by an independent consultant who interviewed both women in the program and internship sponsors. Such evaluation is particularly helpful if outside funding will be sought.

The instruments developed at Goucher for assessing participants' skills and knowledge, the internship experience, and the time-sharing facet are discussed in Chapter 10 on evaluation. Since reentry was a major goal, project success was also evaluated in terms of the women's employment status after the project.



3. Staffing

At Goucher more than 9 months were required for program planning, recruitment of internship sponsors and participants, screening and selection of applicants, and design of the training course. A comparable start-up time should be anticipated by other institutions. For this reason, it is important to recruit staff members well in advance of the time when actual classes are to begin.

REQUIRED PERSONNEL AND RECRUITMENT

With a class size of twenty-four and tuition of $2,000 each, a staff consisting of the following makes such a project self-supporting: codirectors working a full-time position on a time-shared basis and a full-time project secretary; a part-time instructor and guest lecturers; and an unpaid advisory board with eight to ten members.

The most effective recruitment sources for paid staff members at Goucher were newspaper advertisements and word of mouth. Local colleges and universities, women's organizations, and volunteer organizations did not provide a sufficient pool of applicants to warrant investing much effort in using them as recruitment sources for this type of personnel.

CRITERIA FOR SELECTING PAID STAFF

Regardless of the specific population addressed, enrollment in such a project implies a transition in lifestyle. It is there essential that those who will direct the project, conduct training sessions, and serve as counselors provide positive role models for women in the program. Through their example, staff members should inspire self-confidence among participants. They should also ease the inevitable uncertainties these women will feel about the new roles for which the project will prepare them. Capable, organized, articulate professionals should be sought for all major staff positions.

Sensitivity to the target population's special circumstances is important, too. Only by being aware of the problems of working mothers, women long out of the work force, or career changers can staff members work effectively with these groups. But, while empathy is desirable, a conscious effort should be made to encourage self-sufficiency among participants.

PROJECT DIRECTION

Among the specialized skills needed to direct such a project successfully are:

1. Individual, group, and career counseling experience
2. Administrative expertise
3. Organizational ability
4. Professional experience in the employment sector of concentration
5. Proficiency in oral and written communication
6. Comparable experience in directing training activities
7. Established local contacts
8. Financial planning background
9. Public relations and marketing know-how

In addition, such attributes as initiative, flexibility, diplomacy, good judgment, and decisiveness are essential. It is unreasonable to expect that one person could handle all aspects of project direction, counseling, and training. But it is desirable for the purposes of planning and evaluation that one staff member be capable in all of the above areas.

Codirectors with complementary skills and experience were chosen for the pilot project. One woman had worked primarily for government, nonprofit, and educational institutions; her codirector had training and counseling experience in both private industry and the academic environment. Together, they brought to the project all of the skills discussed above.

The decision to direct the project on a time-shared basis reinforced efforts to arrange time-shared internships. Each codirector worked 3 shortened days per week, with 1 day in common for consultation. Some responsibilities were divided according to individual expertise, while other major tasks were handled jointly. Regular communication and periodic review of the division of responsibilities insured that efforts were coordinated and that unintentional imbalances in the shared work load were avoided. The project secretary served as a vital link between the codirectors, in addition to insuring that the office was staffed at all times. Please see Chapter 9 for a more detailed discussion of the time-sharing concept.

The alternatives to a time-shared directorship include a single full-time director or a part-time director and an assistant. Start-up time might be condensed to 6 months with one full-time director, but it would be necessary to supplement such a small staff for the tasks of screening and counseling. Alternatively, colleges that chose to use on-line staff for project direction might find the part-time director and assistant arrangement a workable one.

TEACHING STAFF

Although Goucher's project directors conduct certain aspects of the training course, their other responsibilities do not allow sufficient time for them to teach the entire course. A training specialist is hired to teach the theoretical section of the Principles and Practice of Management course. It is desirable that this instructor have experience both in the environment from which participants are drawn and in the employment milieu they will enter. In addition, consideration should be given to selecting an individual who is comfortable working with the kind of clientele the project will attract--in Goucher's case, bright, highly motivated women. Both men and women were interviewed for this position, but it was decided that the role model criterion was especially critical here, and a female instructor was hired. She had extensive volunteer experience and had developed corporate training programs for middle-level managers.

Since men dominate the business world, it is important to bring into the program males who will represent that employment sector positively. At Goucher this is accomplished through a course that incorporates guest speakers and mini-courses conducted by practitioners of special aspects of management. Both male and female outside speakers and mini-course instructors are used. Care is taken to make certain that the men selected will not be intimidated by the group, that they will set reasonable goals, and that their presentations will be made in a non-authoritarian manner. The women selected provide diverse role models and represent a variety of professional styles.

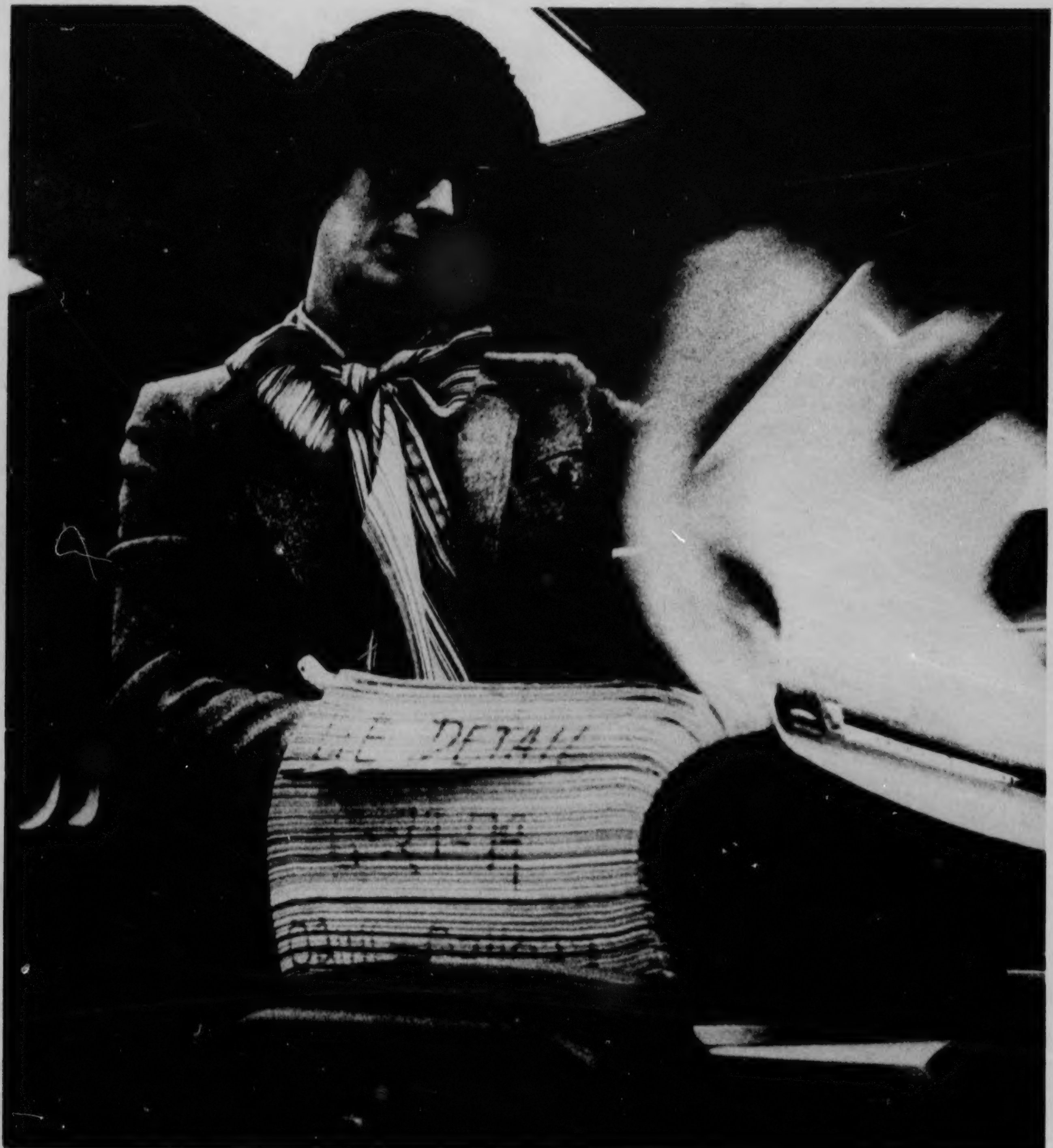
Most large corporations view invitations for guest lecturers as excellent public relations opportunities and will accommodate such requests whether or not they are participating in the project by sponsoring internships. The number of individuals qualified to speak on a specialized topic may be limited, and some knowledgeable professionals are not necessarily ideal teachers. Nevertheless, it should be possible in a telephone interview to outline the topic to be covered and evaluate the individual's appropriateness as a guest lecturer.

ALTERNATIVE STAFFING OPTIONS

A number of alternative staffing arrangements might be viable, depending on the college's resources. The program might be offered through the career development office if its staff is large enough so that one counselor can devote full time to project direction. For a school with an established business department, a faculty member released from teaching responsibilities for one semester might establish and direct the program, and other departmental faculty members could teach the training course. The program might be sponsored jointly by two college departments (for example, business administration and women's studies) or by the college in conjunction with a respected women's organization in the community. Regardless of the project direction of sponsorship option chosen, full-time secretarial support is essential.

THE ADVISORY BOARD

Representatives of both the target population and the chosen employment sector can provide valuable moral support and guidance during project planning, implementation, and follow-up evaluation. Such an advisory board should consist of six to eight employer representatives and two individuals drawn from organizations that represent the target population. After the initial year of operation, program graduates might also be represented on the advisory board. The advisory board should be established during the early stages of project planning and should meet every 6 weeks to 2 months. Advisory board members can provide valuable feedback on program design, assist in developing internship contacts, and offer suggestions for guest speakers or mini-course instructors.


DETAIL

4. Developing and Coordinating Internships

Internships are the most culminating project activity for WMDP participants. If successful, internships can lead to permanent jobs for women in the program. At a minimum, internships must afford practical professional experience. Developing and coordinating internships can be a time-consuming and frustrating task for the directors. It can also be one of the most rewarding tasks, for internship experiences play a pivotal role in job reentry.

Before developing WMDP internships, project directors should be informed about the college's existing internship programs. Care should be taken to avoid potential conflicts. Although many departments at Goucher have established undergraduate internship programs, the majority of placements are made during January and with nonprofit organizations or government agencies. The few undergraduate internships in private industry are research-oriented positions. Thus, there was no overlap with the WMDP in the firms approached for internships, in the types of positions arranged, or in the scheduling of placements.

Regardless of the employment sector of concentration, there are six basic steps in the process of generating internships: (a) research potential internship sponsors; (b) produce an employer-oriented brochure about the project; (c) make initial contacts; (d) secure commitments for internships; (e) draft a position profile for each internship; and (f) coordinate with liaisons and supervisors.

RESEARCHING POTENTIAL INTERNSHIP SPONSORS

Developing a balanced list of prospective internship sponsors requires considerable research, resourcefulness, and planning. Depending on program scope and on the number of internships to be generated, 2 to 4 weeks should be allocated for preliminary research and development of a target list.

PLAN AHEAD

It will usually be necessary to arrange internships before project enrollment begins. By beginning early, it was possible for the pilot program to develop the kinds of internship experiences that best met the needs of the participants and of the companies involved.

THINK IN TERMS OF PROJECT GOALS

The overall WMDP objective is to provide job reentry opportunities for college-educated women at the management or professional level. Toward insuring a successful transition, internships should offer participants:

1. Genuine professional-level experience
2. Diverse, preferably nontraditional occupational options
3. The possibility of permanent employment
4. The potential for advancement

DECIDE ON SPONSOR CRITERIA

Several factors will influence the willingness and ability of firms in a given area to offer paid internships to women.

Size. Larger companies (those with more than 1,000 employees) may be able to accommodate interns more readily and to offer them permanent employment upon completion of the internship. To insure diversity, smaller organizations should also be approached. Companies with fewer than 300 employees are not likely to participate. Smaller companies usually have a limited range of professional positions, cannot project personnel needs so far in advance, and do not have supervisors available to work with interns. Firms with 300 to 1,000 employees sometimes have limited personnel departments and may view the project as a helpful recruitment and screening source.

Location. It is not likely that most women in such a program will want to relocate to obtain permanent employment. Thus, it is best to concentrate on organizations with corporate or regional headquarters in the local area.

Economics. Companies whose financial positions are stable or improving offer better prospects for permanent employment of project graduates. Bear in mind, however, that the economic outlook may change in the months between the firm's commitment and the conclusion of the internship.

Attitude. Knowledge of a potential sponsor's affirmative action record can result in a more informed and convincing initial contact. Try to determine the company's attitude toward promoting women and toward placing women in traditionally male jobs. Find out whether the firm has been involved in discrimination litigation.

Flexibility. Organizations with a known interest in alternative work patterns such as flex time, job sharing, and part-time employment can be excellent prospects.

Ties to the college. Companies that have hired recent alumnae, utilize college faculty members and administrators as advisors, have staff members on the school's governing board, or have an active business relationship with the college may be more receptive to the WMDP internship idea than those with less direct ties to the college.

Reputation. Concentrate on organizations known for dealing fairly with employees, for ethical business practices, for an innovative outlook, and for sound financial management.

DEVELOP A TARGET LIST

Sources of information on potential internship sites will vary depending on the area and the sector of concentration. Specialized national directories are available for many types of employers in the private and nonprofit sectors. Federal, state, and local governments prepare similar directories that should be consulted by those focusing on public sector internships. Knowledge of the local employment scene and established contacts can prove indispensable.

The following sources were especially helpful in developing a target list of businesses in the private sector:

Chamber of Commerce. Most publish a directory of area firms indicating size, volume of business, and number of employees.

State Department of Economic and Community Development. The Directory of Maryland Manufacturers was helpful in isolating locally based firms.

Dun & Bradstreet Middle Market Directory. Revised annually, the Directory provides current economic data on larger firms.

Annual reports. These can be excellent sources of information on a company's current economic situation, policies, and future plans.

Appraising Managerial Performance: Current Practices and Future Directions. Published by the Conference Board, New York City (1977), this book offers insights into the ways corporate policies evolve.

Standard & Poor's Register of Corporation Directors and Executives. Revised annually, the Register is an up-to-date source of names and addresses.

Telephone contacts with college alumnae. College alumnae working in target organizations can be valuable sources of the kind of inside information that cannot be gleaned from published directories.

CONDENSE AND BALANCE THE LIST

The size and composition of the final prospect list will depend on the expected number of enrollees, the program focus, the number of potential sponsors in the area, and whether internships will be time shared or full time. Clearly, if all internships are to be time shared, the number of placements needed will be half that required if all interns were to work full time. But a larger number of employers are likely to be receptive to the more traditional work pattern, and full-time internships can usually be arranged more readily. The following guidelines are suggested for developing the final prospect list.

Number of prospects. Plan to contact two and one-half to three times the number of organizations needed to participate. Some will be unable or unwilling to sponsor interns, and it is preferable to have too many internship options than too few.

Range of employers. Aim for as broad a range of internship sites as possible. Goucher's initial prospect list was balanced among:

Financial institutions
Manufacturers
Utilities
Retailers
Insurance companies

Diversity of jobs. In arranging specific internships, attention should be given to occupational diversity and advancement potential. Among the internships arranged for the pilot project were:

Accounting intern
Associate auditor
Employment interviewer
Marketing coordinator
Market research analyst
New-employee orientation specialist
Personnel assistant
Special project coordinator, central operations
Systems analyst
Training specialist

The list will vary with the project focus. Note that although the job titles listed are professional in nature, they are entry-level staff positions. The name chosen for the pilot program led some prospective sponsors to conclude that situations were sought at a higher level than it was reasonable to expect. But management skills are needed even at the entry level, and such positions offer excellent opportunities for advancement to higher management/professional levels. (Please see pages 34-45 for complete descriptions of internships developed for the pilot program. Salaries ranged from $11,000 to $16,200 when computed on an annual basis.)

PRODUCING THE EMPLOYER-ORIENTED BROCHURE

It is vital to have a printed prospectus ready before contacting potential internship sponsors. Its format may be relatively simple, but the brochure should project a professional and progressive image and should reflect the character of the sponsoring institution. The brochure will help set the tone for meetings with potential internship sponsors and may be used in conjunction with efforts to publicize the project in the community and through the media.

The following aspects of the program should be described clearly and concisely in the brochure:

1. Overall summary of the project's distinctive features, goals, and scope
2. Benefits to participating employers
3. Commitments expected from internship sponsors
4. Project calendar outlining the schedule as it relates to employers
5. Names, address, and telephone number for additional information

Approximately 1,000 copies of the employer brochure were printed for the pilot project. This quantity was ample for the first 2 years.

MAKING INITIAL CONTACTS

Once a list of target internship sites has been developed and the printed prospectus is ready, initial contacts can be made. At Goucher this process is begun 5 months before selection of participants and a full year before the internships themselves are to begin.

Perseverance is essential in developing internships. On average, 7 hours of the codirectors' time and five contacts were needed to secure each internship commitment. The first year, twenty-eight firms were contacted to generate eleven time-shared internships. To insure organized follow-up, to have a balanced list of sponsors, and to guarantee firm commitments prior to class enrollment, an accurate record must be kept of all contacts as well as the status of each. A card file and calendar are recommended for this purpose.

IDENTIFY THE PERSON WITH THE AUTHORITY TO MAKE THE COMMITMENT

Substantial time can be saved and wasted effort avoided by identifying the person in each target organization who has the authority to decide whether to participate. It is essential to meet with no one lower than the personnel manager and preferable to meet with an administrative vice president who has decision-making authority. Project directors should rely on their own contacts and on those of college faculty members and administrators to identify these individuals. Members of the project's advisory board or of the school's board of trustees may be especially helpful in this regard. Often they can provide the names of the appropriate executives and help assure that the project directors will be granted an interview.

If it is necessary to contact a company "cold" (to contact with no ties to the college), always approach an individual who has the authority to approve participation in the program.

TELEPHONE TO ARRANGE AN APPOINTMENT

Once the appropriate administrator's name has been obtained, telephone to arrange for a meeting. Mention the name of the individual who provided the referral. Describe enough about the project to generate interest but not enough to raise questions. The majority of those contacted should at least agree to a meeting, although some will indicate that there is little possibility of the firm's participating. Do not be deterred by this initial reponse; it does not necessarily bear any relationship to the eventual outcome. At Goucher, several organizations that at first rejected the idea of participating ultimately sponsored internships.

CONFIRM THE APPOINTMENT IN WRITING

Only after an appointment has been made should written materials be sent. Enclose with the letter confirming the meeting date a copy of the brochure/prospectus for the project. These materials should arrive approximately 1 week before the scheduled meeting so that the administrator will have sufficient time to read and consider them.

CONDUCT THE INITIAL MEETING

At Goucher, initial presentations to employers are made jointly by project directors. Often these meetings include not only the administrator or personnel manager initially contacted, but also a training specialist or the supervisor of a department in which there is an internship possibility. The latter frequently becomes the person who serves as liaison between the project and the participating employer. With two project directors, these meetings are more balanced, and a stronger presentation of the program and of the time-sharing feature is possible.

SELL THE WMDP CONCEPT

Hiring women with nontraditional credentials and utilizing the project's time-sharing feature seem to pose the most significant barriers to employer participation. Care must be taken to ease these fears by emphasizing the high calibre of project clientele and the program's potential benefits to employers. A more convincing case may be made by citing specific examples of the kinds of positions for which interns will be prepared. If the project directorship is time shared, it may be possible to allay those fears somewhat by example. Interestingly, money has not been a barrier to participation. To organizations of this size, the necessary $3,000 to $4,000 allocation is insignificant.

In selling the WMDP concept, stress the following:

1. Interns will be intelligent, highly motivated women with diverse skills and strong potential.
2. Project staff will assume responsibility for screening interns; screening will be more sophisticated and comprehensive than that undertaken by most employers.
3. As a result of the project's practical training course, the women will need a much shorter adjustment period before becoming productive.
4. Through such internships, participating companies can recruit talented women professionals to help meet affirmative action guidelines.
5. Project-oriented internships have proven especially effective given their short duration, the desired time-sharing feature, and the necessity to make a commitment so far in advance.
6. Sponsors are under no obligation to offer interns permanent employment, although if the experience is a positive one the intern may want to remain with the company.

ASK FOR A COMMITMENT

Outline clearly in the initial meeting exactly what participation entails:

- Making a formal commitment to participate
- Allocating one or more existing or specially created entry-level management/professional position(s) for 3 months
- Identifying areas in which project-oriented work could benefit the company and the interns
- Paying the interns the prorated salary for that position
- Designating one company representative to act as liaison with project directors
- Working with WMDP directors to define the position(s) in terms of the skills needed to perform the work
- Evaluating each woman's performance at the conclusion of the internship

SECURING COMMITMENTS FOR INTERNSHIPS

Decisions on whether to participate or not may be made in the initial meeting. They are more likely to require follow-up meetings and/or telephone contacts. Clearly, such internships are a low priority for potential sponsors, so persistence is crucial in securing firm commitments. As noted above, at Goucher an average of five contacts are needed for each internship generated. Several points may be helpful in the sometimes protracted negotiation process.

MAKE SURE INTERNSHIPS ARE DIVERSIFIED

Reevaluate progress in developing internships periodically to make certain that balance is retained in settings and that diversity is achieved in occupational situations. It may be necessary to expand the target list to accomplish these objectives. Project participants will be served better if internship options are varied.

ASK FOR MORE THAN ONE INTERNSHIP

Organizations that seem especially enthusiastic about the project may be asked to sponsor more than one internship. A major bank and a large utility company each provided two internships for the pilot project. In smaller metropolitan areas, where there are fewer prospective corporate sponsors,

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it may be possible to achieve occupational diversity by arranging for internships in several departments at large firms.

ESTABLISH FIRM DEADLINES

In keeping with Parkinson's Law, the decision-making process seems to expand until the enrollment deadline is imminent. Only then do efforts to secure commitments seem to produce prompt results. Allow ample time for the process of contacting and recontacting employers (3 to 4 months), and reserve some time (2 to 4 weeks, if possible) between the deadline given employers and the first scheduled screening dates.

CONFIRM INTERNSHIP COMMITMENTS

Once an internship commitment is definite, arrangements should be confirmed in writing. A sample confirmation letter is reproduced on pages 46-47.

DRAFTING POSITION PROFILES

In order to match project participants with appropriate internship assignments, a Position Profile form has been devised. It focuses on the skills needed to perform a job rather than duties and traditional credentials. For completed sample Position Profiles, see pages 34-45.

Most employers have experienced difficulty in completing this form independently. It is suggested that one project director work with the designated employer's liaison or the internship supervisor at each firm to complete Position Profiles. A company representative in charge of job analysis might also be a helpful participant in the process.

Since positions will be described 9 months before internships begin, modifications should be anticipated. Project directors should retain the right to reject an internship altered in such a way that it no longer meets project objectives.

Completed Position Profiles must be ready for distribution at the first screening workshop. Prior to the workshops, each internship should be assigned a three-letter code using the occupations finder pamphlet from John L. Holland's Self-Directed Search (SDS).[1] Job descriptions may not correspond precisely to SDS codes; therefore, some inference will be necessary. The code is for internal use in matching applicants to internship assignments and should not appear on Position Profiles distributed at workshops.

COORDINATING WITH LIAISONS AND SUPERVISORS

Careful coordination with employers is required if internships are to proceed smoothly. Employers' suggestions were sought in designing the training course for the pilot project. Participating firms are also offered the option of having an employee attend one of the mini-courses given as part of the course. Each codirector serves as the project contact for half the internships, thus guaranteeing continuity for the designated liaison and for the intern.

To help insure that internships will be positive experiences for both interns and employers, liaisons and supervisors should be urged to attend one or two brief orientation seminars with the project directors before the interns begin work. Topics covered in these sessions should include the following:

1. Overview of the project and its goals
2. The time-sharing feature and scheduling
3. Employer/intern/project communication
4. The handling of time-sharing problems
5. Individual and team appraisal forms supervisors and liaisons will be asked to complete at the end of the internship

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[1] Available from Consulting Psychologists Press, 577 College Avenue, Palo Alto, CA 94306.

UTILITY POSITION PROFILE

Title of Job: Associate Auditor

Starting Date: March 5, 1982

Salary: ____________

Brief Description: This position requires review and general understanding of the company's formal approval requirements as contained in the existing Approval Procedures Manual. Subsequently, the position requires the conducting of personal interviews with middle and top management to determine if the system of approvals needs revision.

Skills Required	Application	Objectives to Be Met/ Results Produced
Technical Skills Research Interviewing Data collection and analysis Writing	Review documentation of complex system of corporate approvals Conduct personal interviews to gather facts and opinions concerning approval requirements Prepare list of proposed changes and reasons therefore Propose a new format for the existing manual to facilitate its use	Determine a consensus of those approval requirements which appear to need revision, and propose a new format for the existing manual
Managerial Skills Organizational planning	Coordinate and plan approximately 50 interviews, both as to scheduling and material to be discussed Learn general principles of organization utilized by the company and apply these to suggested approval revisions	Present a concise, written summary, and perhaps a verbal presentation of the results, to the manager and selected supervisors of the Audits and Methods Department
Social/Personal Skills Mature appearance Professional approach Pleasant personality	Interview top and middle management in an expeditious but comprehensive manner	Minimize interviewee's time, and lend credibility to the system's administrators

Special features of job (assets or liabilities): At ease with executives and executive environment.

PROFESSIONAL ASSOCIATION POSITION PROFILE

Title of Job: Marketing Coordinator

Starting Date: March 1, 1982

Salary: ____________

Brief Description: Develop marketing strategies to attract members for professional organizations.

Skills Required	Application	Objectives to Be Met/ Results Produced
Technical Skills Understand purpose, structure, and authority of organization Perceive relationships between sectors of business and government community (as represented by organizations)	Research Continually learn and analyze Understand volunteer versus management roles Understand needs of members Understand role of organization	Understand prospective member company in terms of product, market, labor, and transportation needs Relate organizational delivery service to above Through understanding and knowledge, persuade prospects to join organization of sustaining members
Managerial Skills Plan, organize Motivate, control Set priorities Evaluate Train and supervise new personnel	Organize 85 percent of own time Supervise contract sales personnel Conduct new-member orientation meetings monthly and continually educate part-time contract personnel	Sell membership in the organization Train contract help Plan orderly contact program and file timely reports with proper detail to allow follow-up
Social/Personal Skills Verbal and written communication skills Assertiveness Social mobility--contacts Perseverance	Prepare contacts in orderly manner, schedule appointments efficiently, sell memberships Articulate program and services properly to allow prospects to evaluate effectively Close sales	Increase productivity (sales) Believe in product; imparting the belief skillfully results in higher production

Special features of job (assets or liabilities): Person to be pointing toward market-management role while retaining ability to help close the important sales. Required to interview with vice-president of membership development and executive vice-president.

UTILITY POSITION PROFILE

Title of Job: Associate Systems Analyst--
Project Planning and Monitoring Unit

Starting Date: March 5, 1982
Salary: ____________

Brief Description: Review current procedures for retaining and cataloging technical publications and design and recommend a system that will correct any deficiency.

Skills Required	Application	Objectives to Be Met/ Results Produced
Technical Skills Research Communication Basic knowledge of library methods	Review existing library procedures and procedures in use in other departments Discuss needs with members of ISD Analyze present methods.	Write a report that describes shortcomings in the present procedures to improve usefulness and economy in the retention of technical publications
Managerial Skills Plan Present	Approach problems in a systematic manner to insure that all phases will be covered Arrange results for the final report and presentation	Improve library procedures
Social/Personal Skills Personable Understanding Helpful	Work well with others to secure their cooperation Be able to recognize the reasons present methods are used Make others feel that the results will be a positive and helpful change	Accomplish the above with minimal disruptive influence and without creating animosity and opposition to change

Special features of job (assets or liabilities):

MANUFACTURER POSITION PROFILE

Title of Job: Personnel Assistant

Starting Date: ____________

Salary: ____________________

Brief Description: Assists Towson Personnel Manager through research, analysis, and implementation, insofar as possible, of special projects and surveys, both internally and externally, in support of Central Personnel function goals and activities designed to support growth and profit objectives.

Skills Required	Application	Objectives to Be Met/ Results Produced
Technical Skills Researching selected topics Designing and conducting surveys Writing Editing Revising existing systems	Conducting outside research on topics such as service awards, employee suggestions, personnel policies Writing reports on projects, writing policy for approval. Editing approved policies for issue, organizational charts, and personnel operating instructions Revising the indexing and numbering system for management guides	Revising and issuing approved policies Editing and issuing organizational charts Editing and issuing personnel operating instructions
Managerial Skills Planning Coordinating Documenting	Planning research and recommended changes in personnel systems Maintaining adequate documentation to support recommendations to protect company	Supporting divisional group growth Being responsible
Social/Personal Skills Communicating with internal management and other companies Speaking before groups Being adaptable	Conducting written and oral communications related to projects Reviewing recommendations and implementing approved policies or procedures (may involve training) Remaining open to all data and suggestions	Effectively maintaining necessary contacts to carry out assignments Projecting a positive image of company Protecting the company's confidentiality Producing strong recommendations

Special features of job (assets or liabilities): Confidentiality necessary at all times; strong interpersonal, interviewing-type skills a plus.

INSURANCE POSITION PROFILE

Title of Job: Market Analyst II

Starting Date: March 5, 1982

Salary: ______

Brief Description: Conducts research on either ongoing or new projects and programs.

Skills Required	Application	Objectives to Be Met/ Results Produced
Technical Skills Primary and secondary market research Report writing Statistical analysis Writing analysis	Update the Current Position section of the Market Plan Gather and analyze data Update and report on company's present position in major accounts market	Provide data on health industry trends significant to company Determine corporation's present standing by market segment in major accounts market
Managerial Skills Organize Plan Evaluate	Organize data for all three major and special projects Plan priorities, project procedures, and recommendations Evaluate findings	Summarize data, present findings in proper format, and make recommendations Evaluate progress on projects
Social/Personal Skills Communications with personnel in the department and other departments and companies Adaptability to varied assignments and situations	Work with other analysts and personnel in other departments and at other comparable companies	Secure and develop the information required to perform assigned projects

Special features of job (assets or liabilities):

UTILITY POSITION PROFILE

Title of Job: Employment Interviewer

Starting Date: March 1, 1982

Salary: __________

Brief Description: Interviewing and arranging placement of applicants into nonmanagement jobs.

Skills Required	Application	Objectives to Be Met/ Results Produced
Technical Skills Ability to communicate orally Ability to communicate in writing	Conducting pre-employment interviews Writing clear, concise summaries of interviews Composing letters to applicants	Obtaining appropriate information in sufficient detail during interviews to make decisions Making contacts for interviews
Managerial Skills Ability to make decisions Ability to organize and plan	Scheduling pre-employment interviews Evaluating qualifications of potential employees Checking references Scheduling applicants for courtesy visits Scheduling applicants for pre-employment medical examinations Initiating paperwork processing for payroll	Placing qualified people in jobs, taking into consideration company's affirmative action programs and the need to efficiently operate the business
Social/Personal Skills Interpersonal		Establishing and maintaining an atmosphere conducive to the free exchange of information through professionalism and objectivity

Special features of job (assets or liabilities): Should be able to explain decisions made.

FINANCIAL INSTITUTION POSITION PROFILE

Title of Job: Associate Accountant

Starting Date: ____________

Salary: ____________

Brief Description: Accountant intern.

Skills Required	Application	Objectives to Be Met/ Results Produced
Technical Skills Degree in accounting, with detailed knowledge of generally accepted accounting principles Good analytical ability	Applied through analyzing financial statements for consistency and disclosure requirements Applied through preparation of various schedules and work papers for use in 10-K, annual, and interim reports, along with various management reports	To familiarize the employee with the various reporting requirements of a large, diversified business To provide the employee with an introduction to the accounting aspects of business policy and to provide a general knowledge of the corporate business environment
Managerial Skills Not applicable	Not applicable	Not applicable
Social/Personal Skills Able to assimilate into a new and changing account environment Able to communicate effectively both orally and in writing with employees within the group and with various levels of management	Applied through interfacing with various departments within the accounting group Applied through written and oral presentations of tasks performed	To obtain a feel for the skills necessary to obtain and present information needed in the daily routine of the department

Special features of job (assets or liabilities): This job is unique in that the employee is dealing with the reporting of accounting data from the consolidated level and is not involved in just one small aspect of accounting (accounts payable, accounts receivable, etc.). Thus, this employee is able to get a look at the overall company from the corporate level.

BANK POSITION PROFILE

Title of Job: Special Project Coordinator: Central Operations Department

Starting Date: March 5, 1982

Salary: ____________________

Brief Description: Assists managers of Central Operations Department in preparing two audiovisual presentations explaining all areas of Central Operations.

Skills Required	Application	Objectives to Be Met/ Results Produced
Technical Skills Analyzing Conducting research Organizing and evaluating data Interviewing Writing	Gathering pertinent information. Assessing status of current methods (investigating changes) Performing surveys using time samples or other research techniques Writing presentations Transforming written material to audiovisual format	Analyzing problems Collecting data Presenting data (proposing changes) Writing reports Preparing written studies Translating studies to audiovisual presentations
Managerial Skills Coordinating Organizing	Leading clerical people collect data Writing proposals	Collecting data Formatting/designing review/ presentation
Social/Personal Skills Communicating to all levels of the organization Using tact Being assertive	Working with subordinates and management to secure information and direction	Creating atmosphere of cooperation Producing effective results

Special features of job (assests and liabilities): Should be able to work without constant supervision Should be able to interface with audiovisual professionals. Must be able to discern/defend costs.

BANK POSITION PROFILE

Title of Job: Market Research Analyst

Starting Date: ____________

Salary: ____________

Brief Description: Conducts studies to analyze present and potential markets for new or existing products or services.

Skills Required	Application	Objectives to Be Met/ Results Produced
Technical Skills Designing questionnaires Performing routine statistical computations Collecting and evaluating data Writing reports Analyzing variety of data	Designing sampling procedures. Estimating potential market penetration. Analyzing and organizing data.	Conducting marketing studies. Producing usable reports. Summarizing data for management. Presenting data to groups.
Managerial Skills Planning Organizing Decision making	Establishing priorities and methods of inquiry. Organizing data and survey questions.	Producing usable results.
Social/Personal Skills Being personable Being articulate	Interviewing customers. Maintaining in-house contacts to secure necessary information.	Encouraging exchange of information.

Special features of job (assets or liabilities):

BANK POSITION PROFILE

Title of Job: New-Employee Orientation Specialist

Starting Date: ____________

Salary: ____________

Brief Description: The person in this position will research, plan, organize, provide, and evaluate new-employee orientation program(s).

Skills Required	Application	Objectives to Be Met/ Results Produced
Technical Skills Research Assess needs Design orientation program	Analyze and compile information on banking Define orientation needs for new employees Plan specifics of training modules	Prepare reports, presentations, etc., on banking Plan orientation program Prepare modules and/or workshops
Managerial Skills Plan Organize Evaluate	Plan training sessions Put together modules Assess proper effectiveness	Produce cost-effective training modules.
Social/Personal Skills Cooperative Good interviewer: questioning and listening skills	Work closely with a variety of people in soliciting information and organizing programs	Create well-run training modules Coordinate efficiently

Special features of job (assets or liabilities):

MANUFACTURER POSITION PROFILE

Title of Job: Systems and Marketing Trainee

Starting Date: March 1, 1982
Salary: ______________

Brief Description: Develop solutions to computer problems; give technical guidance and assistance to customers; assist in the development of surveys, in the presentation of proposals, and in demonstrations of computer equipment. Assist in all aspects of computer marketing.

Skills Required	Application	Objectives to Be Met/ Results Produced
Technical Skills General understanding of computer systems Ability to learn and apply programming languages to solve problems Analytical ability Ability to learn specific software solutions in a test environment	Build upon this knowledge to understand GSD product line Be involved in developing and programming solutions to computer problems Analyze a problem and determine steps required to design an appropriate solution Apply existing software to a specific test solution	Assist computer customers and prospects in solving their data-processing problems through surveys, application demonstrations, and programming assistance Insure installation of software packages in a test environment
Managerial Skills Organization Decision making Ability to manage multiple projects simultaneously	Assist in the sales/installation cycle of computer solutions Assist in development and planning of computer solutions to customer businesses	Assist in making recommendations to customers and prospects on computer hardware and software
Social/Personal Skills Articulate Personable Able to project enthusiasm and confidence Professional Able to work flexible hours	Conduct surveys, presenting proposals, giving demonstrations, and giving assistance in solving programming problems (i.e., considerable customer and prospect interaction)	Secure customer or prospect decision to order equipment proposed Insure customer satisfaction

Special features of job (assets or liabilities):

MANUFACTURER POSITION PROFILE

Title of Job: Personnel Intern

Starting Date: March 5, 1982

Salary: ____________

Brief Description: Perform research, analysis, and writing of managerial development material for use as an internal program.

Skills Required	Application	Objectives to Be Met/ Results Produced
Technical Skills Research Design and conduct survey Analyze Write	Research existing programs in this and other industries. Design and conduct surveys to determine what has been done. Determine which programs have been effective and determine the inadequacies of programs. Write program proposal.	Determine sources of survey. Design survey format. Suggest from analysis what seems to fit company. Develop program.
Managerial Skills Plan Organize Coordinate Communicate Converse with internal management and resource contacts	Plan research project. Organize survey data. Coordinate with internal management and outside source contacts as needed to gather information. Maintain written and oral communications used to obtain data and compose it.	Determine how to obtain the material and translate it to be effective at the company.
Social/Personal Skills Motivation to initiate and carry out assignments without continual direct supervision Strong interpersonal relations	Conduct written and oral communication necessary to obtain research data. Discuss possible approaches and carry out after agreement with manager. Demonstrate ability to deal effectively with people.	Meet and discuss with internal management their needs pertaining to a general managerial development program.

Special features of job (assets or liabilities):

Women's Management Development Project

Directors
Winifred C. Borden
Carol M. McGowan

SAMPLE LETTER

We are pleased ________________________ will be participating in the Women's Management Development Project. We are confident we will be able to provide two qualified participants to fill the internship position you have provided as ___________________ in your _______________ Department. We understand these candidates will each work 20 hours per week at a total rate of compensation for each intern of ______________ for the period March 1 to May 31, 1979.

By the beginning of June, qualified candidates should be available for your company to interview. If one or both of these candidates is unacceptable to you, we will supply others for you to interview. We do not expect you to employ unsuitable participants.

During the summer of 1978, we will be developing the Principles and Practice of Management course. We will be asking the person who acts as liaison to critique our objectives and provide suggestions as we go along. This will enable us to provide coursework which will accommodate your needs.

In January 1979, we will ask you to complete a Position Analysis Questionnaire (PAQ) of the internship position. This PAQ consists of a series of questions about the tasks performed in the position and produces an objective profile of the position. This information will be available to you when we have it. A training session will be held to help you complete the questionnaire. We will provide you with a User's Manual to interpret results.

During the internship period, March 1, 1979, to May 31, 1979, the interns will be considered employees of _____________________________. They will be governed by your personnel rules and policies. We expect to be advised in the event that an intern's performance is unsatisfactory or her behavior during working hours requires some discipline procedure. Any contact we have with interns would be with the permission of your employee who acts as liaison with the project.

Women's Management Development Project

Directors
Winifred C. Borden
Carol M. McGowan

We will be holding a 2-hour seminar one evening per week during the internship period. Our intent in this seminar is to provide support and encouragement to participants. We expect this to be our primary contact with them.

We have planned several activities to evaluate the project's effectiveness in meeting its objectives. You will be asked to participate in these activities. We are interested in obtaining a measure of pre-employment expectations and end-of-employment performance appraisals. We will ask you to use your appraisal forms and ours. We would also like a narrative evaluation of the time-sharing facet of the internship. All cumulative data we collect will be available to you at the end of the project.

We understand that you are not obligated to employ the interns at the end of the internship and that they are not obligated to accept employment if employment is offered.

We look forward to working with you in our project. If the above information is as agreed, please have your company's designated contact fill in any blanks, sign a copy of this letter, and return to copy to us for our records by June 1, 1978.

Sincerely,

Winifred C. Borden
Codirector

Carol M. McGowan
Codirector

Name

Title

Date

5. Recruiting Participants

To a great extent, the success of the program will be determined by the calibre of its participants. The primary objective in recruitment, therefore, is to generate applications from women who have the best qualifications and the most potential. Several traditional marketing techniques may be used to reach the target audience: (a) media publicity, (b) direct mail, (c) personal contacts, and (d) exhibits. The Goucher experience shows that no recruitment strategy should be overlooked, nor should any one be regarded as all important. The more positive exposure that can be generated for the project, the better.

GENERATING MEDIA PUBLICITY

Obtaining positive media coverage is a delicate and time-consuming task, but it can be a highly productive recruitment strategy. Half of the initial pool of applicants for the pilot project was recruited as a result of local newspaper coverage. It is helpful to involve the college's public relations department in drafting and distributing press releases about the program. Releases should be slanted appropriately for coverage in education, women's, and business sections of local newspapers. The PR department's established contacts with area newspapers, broadcast media, and magazines can also be beneficial in placing stories and setting up interviews with project staff.

Such media publicity should be timed to coincide with other types of recruitment efforts and with efforts to develop internships. The pilot project was fortunate in attracting significant local publicity, and its directors were interviewed on local television and on four radio programs.

CONDUCTING A DIRECT MAIL CAMPAIGN

To reach prospective applicants efficiently through direct mail, the campaign should be addressed specifically to the target population and to those who may advise this population about career choices. At Goucher, mailing brochures to all area volunteers would have been impossible (volunteer groups do not release membership lists willingly) and prohibitively expensive, even if the lists had been available. Therefore, efforts were made to enlist the aid of local volunteer, women's, nonprofit, and alumnae clubs to inform members about the project. Letters were sent to 120 such groups, and 24 of these agreed to cooperate by distributing brochures. Some resistance should be anticipated among such organizations, since their officers may see the program as draining their already dwindling memberships.

Brochures were also distributed through placement and continuing education directors at all area colleges, universities, and community colleges and through metropolitan libraries.

Since a broad-scale direct mail campaign was ruled out for the pilot program, a brochure that could be posted prominently on bulletin boards was chosen. Goucher's original brochure was a self-mailer that opened to a large, attractive poster. But this format did not permit enclosure of additional information. Subsequent direct mail pieces have been designed to be enclosed, individually or in quantity, with a personalized letter. Such brochures should be upbeat in tone, professional in appearance, and clear in their message. If the school does not have a publications office, the project directors should enlist the help of a professional designer. The following elements of the project should be outlined clearly and concisely:

1. Summary of WMDP objectives
2. Explanation of how the program will benefit participants
3. Schedule for training course, counseling, and internships
4. Criteria for admission and plans for applicant screening
5. List of representative internship situations, sponsors, and the relationship between internships and permanent employment
6. Tuition, and an indication of the proportion that may be recovered through internship salaries

7. Statement of nondiscriminatory policy
8. Name(s), address, and telephone number for more information
9. Application procedure

A print run of 1,000 to 2,000 is suggested, but this figure will depend upon individual direct mail plans. Project directors should allow for at least 500 brochures to be sent out in response to telephone inquiries resulting from media coverage and other recruitment strategies.

MAKING PERSONAL CONTACTS

Personal contacts and arrangements for speaking engagements will depend on project focus and target population. A brief history of the Goucher experience may help others formulate plans for this kind of recruitment.

Although ten area organizations were approached the first year about including a presentation by project directors on their agendas, none were willing or able to do so. Several groups feared that in so publicizing the project their memberships might be diminished. But the potential conflict of interest may be less direct with other target populations, and such personal contacts should not be rejected as a recruitment method.

Special efforts were made to recruit minority women applicants. A minority member of the project's advisory board personally contacted area volunteer and professional women's groups that had significant minority memberships. No applicants seem to have been recruited as a direct result of the contacts, although the effort may have reinforced other public relations efforts cited by minority applicants as their means of learning about the program.

PARTICIPATING IN EXHIBITS

Special women's programs and exhibits offer excellent opportunities to contact prospective applicants personally. It is recommended that the program be represented at area women's fairs and meetings dealing with career issues and

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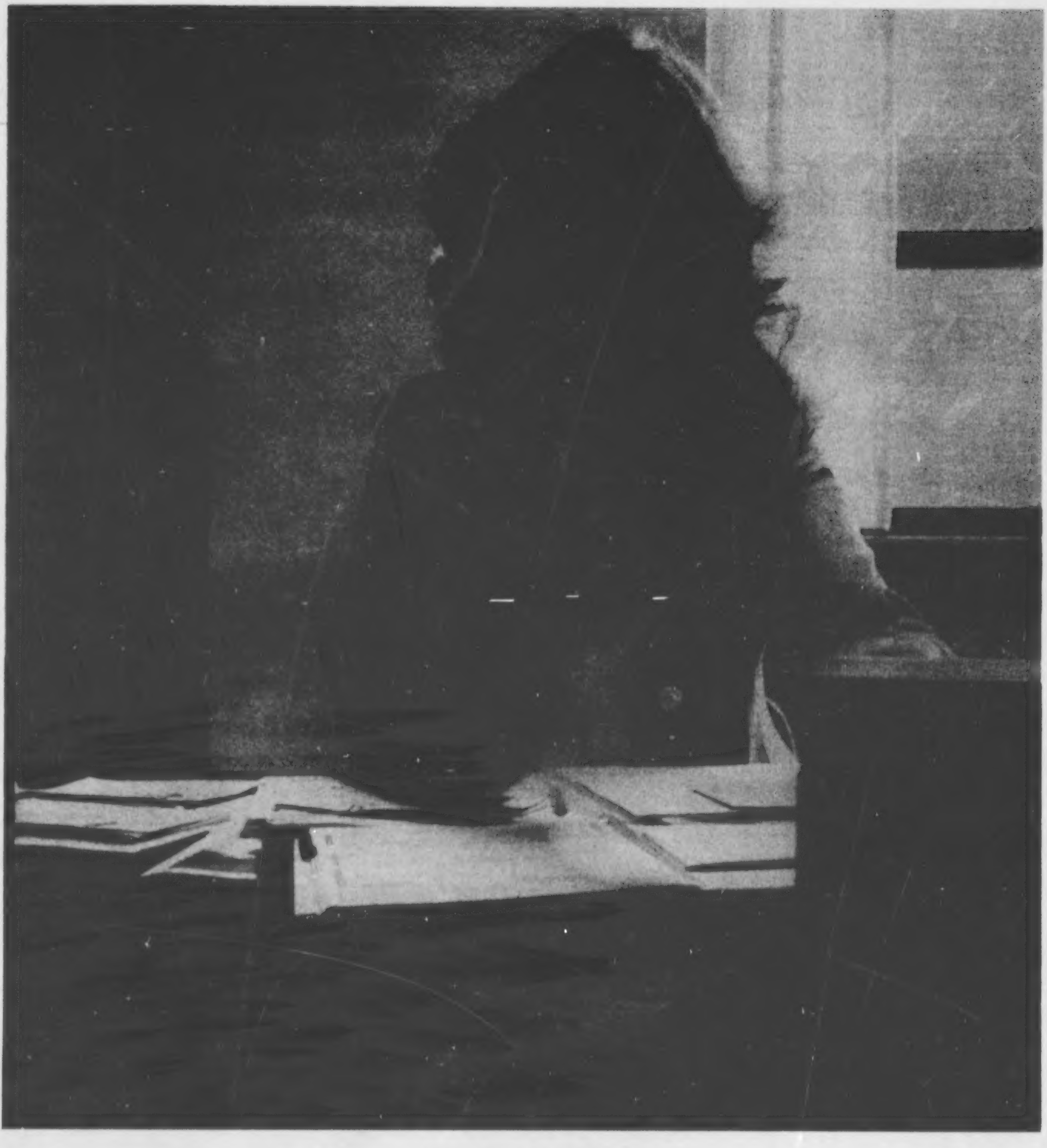
that staff members be present to distribute brochures and answer questions. Project directors might volunteer to lead a discussion group or workshop through which they could demonstrate their skills and the program's objectives.



6. Screening and Selecting Participants

Evaluating an applicant's management potential on the basis of her volunteer experience can be a complicated task, especially when such assessments must be made after only a few meetings with each applicant. To insure as accurate a reading of applicants as possible at Goucher, multifaceted screen and selection procedures were devised. These procedures have proved to be better than average predictors of management potential and seem generic enough to be suitable for other target populations.

The screening and selection process involves the following steps: (a) using a preapplication procedure, (b) conducting an all-day screening workshop, (c) evaluating and interviewing applicants, (d) pairing candidates for internships, (e) checking references, (f) preparing finalists for internship interviews, and (g) accepting the WMDP class.

USING THE PREAPPLICATION PROCEDURE

To obtain the kind of information traditionally included on a resume, two days of screening were needed during the pilot project. During the second year, screening time was reduced to a single day, through a preapplication process that generates this type of information. All those who indicate an intention to apply (either through the tear-off portion of the recruitment brochure or by telephone) are now routinely sent the preapplication form (see pages 66-70). Note that nonrefundable $35 application fee is required to cover the cost of screening. By stipulating that these applications be returned 10 days prior to the first scheduled screening workshop, the staff knows how many women to expect at each workshop.

Preapplication forms should be reviewed carefully to make certain that all applicants meet the basic qualifications. Those that clearly do not should be so informed before committing a full day to screening. To qualify for the pilot program at Goucher, women had to meet the following criteria:

- Have a bachelor's degree;
- In the previous 5 years, have participated in volunteer work at the officer, management, or supervisory level in a nonprofit or civic organization;
- Have no paid management or supervisory experience;
- Have no more than 2 years of full-time paid experience in the previous 5 years;
- Live in Baltimore City, or Baltimore, Howard, Harford, Carroll, or Anne Arundel counties.

CONDUCTING SCREENING WORKSHOPS

Attendance at one of two full-day screening workshops is required for admission to the Goucher program. The willingness to commit a full day to the workshop is in itself a screening factor. Special arrangements should not be made for individuals unable or unwilling to attend on one of the designated days, for this encourages applicants to seek special treatment later. Group screening workshops are used to insure fairness and efficiency.

SCHEDULE SCREENING WORKSHOPS

Two alternative screening dates may be offered applicants. These dates should be close together and, if possible, one should be a weekday, the other a Saturday. Offering a choice of two Saturday dates can create problems for Saturday sabbath observers. Workshops at Goucher are held late in April and early in May.

TRAIN ADDITIONAL COUNSELORS

If the project staff is very small, it may be advisable to train outside counselors to help conduct screening workshops. A ratio of no more than twenty-four applicants to each counselor is recommended. Based on the number of preapplication forms received, it should be possible to anticipate the number of supplementary counselors (if any) that will be needed.

Such counselors should meet criteria similar to those used in selecting project staff. Training should familiarize them with the program and its objectives, introduce them to specific screening techniques that will be used, and demonstrate their mastery of these procedures.

CONDUCT SCREENING WORKSHOPS

Emphasis in the screening workshops is on the applicant and where he skills could be marketed. The morning session is devoted to administering the Self-Directed Search (SDS) and obtaining a writing sample. The afternoon session concentrates on skills analysis. The following agenda is suggested, and the approximate amount of time allocated to each item is indicated in the margin.

1/2 hour — Preliminaries. Welcome by directors, distribution of thumbnail descriptions of internship positions, review of the day's agenda, questions and answers. Women should be urged to follow directions carefully, since this will be one of the criteria used in selecting participants.

1-1/4 hours — Self-Directed Search. Copies of this widely used occupational interest test designed by John L. Holland are available from Consulting Psychologists Press, 577 College Avenue, Palo Alto, California 94306. The first two letters of the resulting SDS code should be used to match applicants with appropriate internships. In addition to listing the occupations indicated by the primary SDS code, each woman might be asked to indicate occupations of greatest interest to her from among the scrambled codes.

2 hours — Writing exercise. Since virtually all management/professional internships require demonstrated writing skills, a sample is needed that will serve as a barometer of writing proficiency. This exercise can also indicate the extent to which training in writing needs to be incorporated into the course design. Different kinds of writing exercisesexercises were used during the first and second years of the Goucher project: an essay on how WMDP participation would further the applicant's career plans and a summary and critique of a controversial article about sex biases. Each type of writing exercise reflected the candidate's organizational ability and command of language, grammar, and spelling. Neither proved an especially good indicator of analytical ability.

1-1/4 hours — Lunch. A map, indicating suggested area restaurants, is provided at Goucher.

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2 hours

Skills analysis. In this section of the workshop, applicants define and organize their skills in a marketable fashion. A careful step-by-step process has been developed to teach women how to conceive of their experience in terms of skills.

Position descriptions
Each applicant should be asked to select two of her most significant (volunteer) experiences, preferably ones that used a range of skills, and to describe them in writing, telling what she did and what she accomplished. Distributing a sample Position Description can be helpful (see page 71).

Explanation of the significance of skills analysis
Candidates should be told that internships have been defined in terms of skills rather than traditional credentials, and that selection will depend on a match between their skills and those required for a specific internship.

Definition of what is meant by skills
Ask the group for examples and write the responses on the chalkboard. Encourage giving broad examples, e.g., writing, public speaking, preparing budgets, taking initiative. Provide a summary definition, then analyze the sample Position Description in terms of skills.

Trioing
Divide the group into subgroups of three (have the women count off by threes). Each member of a subgroup in turn should read her Position Description while the other two group members write down the skills they perceive as having been utilized. Skill notes should then be discussed and given to the reader, and the process repeated until each subgroup member has analyzed two Position Descriptions. Allow 5 minutes for each reading and discussion, and announce the time at 5-minute intervals.

Skill summary
Distribute sample Skill Summary (see pages 72-73) and define each of the three types of skills as follows:

Technical: specialize skills, usually mechanical, scientific, and/or practical (typing, budgeting, editing, writing, keypunching, analyzing statistics, conducting feasibility studies).

Managerial: the art of conducting or supervising; the use of means to accomplish ends (planning, organizing, delegating, directing, disciplining, evaluating).

Social or personal: interacting and communicating effectively with other people, and the applicant's personal assets (dependability, flexibility, counseling).

Demonstrate how skills found in the sample Position Description were placed on the Skill Summary. Have applicants use their own Position Descriptions to list their skills under the relevant headings and to describe how each skill was utilized. There may be considerable overlap, so skills should be listed where most appropraite. At Goucher, applicants are asked to include all skills they acquired through volunteer work in the previous 5 years. Additional technical skills gained through training or non-volunteer experience should be listed at bottom of the page. Allow 30 to 45 minutes to complete the summary.

Collection of Skill Summaries

3/4 hour Career Information Analysis. At Goucher, a hypothetical situation involving two job offers--one definite, the other possible--is used to measure applicants' values about work in terms of security, salary, working conditions, co-workers, advancement, and location (see page 74).

1/2 hour Internship and interview date preferences. As the last item on the agenda, complete Position Profiles for each available internship should be distributed, together with a form on which the candidate may indicate her first, second, and third choices. Be prepared to answer numerous questions about the internships. At Goucher, women are allowed to indicate more than three choices if they are interested in being considered for more situations. As an aid in scheduling interviews, applicants may also be asked to indicate times when they will be available during the week that interviews are to be conducted.

Collect all preference forms and Position Profiles. Position Profiles define specific arrangements made between the project and the sponsoring firm. To preserve confidentiality, this information should not be circulated except for the purpose of obtaining applicants' internship preferences.

EVALUATING AND INTERVIEWING APPLICANTS

The following materials should be on hand for each applicant:

Preapplication form (resume information)
Self-Directed Search (SDS) and summary
Writing exercise
Skill summary
Career information analysis
Internship and interview date preferences

Depending on the ratio of applicants to places in the program and on the relative calibre of the women, directors may decide to interview all candidates or to interview only the most promising ones. At Goucher all those who complete screening and meet program requirements are interviewed at least once. For the pilot program, first-round interviews were conducted with three times as many women as there were places in the program. The second year, fifty-eight women applied for the twenty-five program openings.

EVALUATE APPLICANTS

Allow 2 weeks between the final screening workshop and the interviews for evaluation of applicants and mailing of interview appointment letters. Before beginning interviews, it is suggested that candidates be evaluated as follows:

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1. One director or a report-writing specialist should read and mark all writing exercises for grammar, punctuation, spelling, theme, and organization.
2. Sort internship preference sheets by first, then by second and third choices, to determine how many times each internship has been selected. Check SDS codes and summaries for overlap with internship preferences. The first two letters of the internship code should match the first two letters of the applicant's SDS code. In interviews it may be necessary, based on matched codes, to try to shift preferences to internships not selected heavily.
3. Compare applicants' experience qualitatively and quantitavely, using preapplication information, Position Descriptions, and Skill Summaries.
4. Send interview appointment letters to all of those still under consideration.

CONDUCT THE FIRST INTERVIEW

When two people are involved in project direction, both should participate in interviews. If it is not feasible for each director to talk with all candidates, each should interview those with whom she did not interact during the screening workshops. A structured first interview is suggested to insure that all will be treated equally. At Goucher, the following questions have proved the most helpful in evaluating applicants:

1. How do you feel about working in an environment where the primary goal is to make a profit, not serve people?
2. What are your long-range career goals?
3. Why are you interested in participating in the program?
4. Are there any particular areas in which you think you might have difficulty (firing, hiring, keeping records, allocating responsibility, meeting deadlines, etc.)?
5. In a time-shared work situation, how might you respond to sharing both praise and blame? To having a pet idea rejected?
6. What do you hope to gain from an internship?

At the conclusion of an interview, the candidate is rated outstanding, satisfactory, or unsatisfactory on each of the following:

- Alertness
- Expectation of self
- Expectation of the program
- Self-confidence
- Verbal facility
- Neatness of dress

Space is provided on the form used at Goucher for the interviewer's recommendations and for additional comments.

NARROW THE FIELD

When all first interviews have been completed, the directors should meet to reevaluate applicants and to eliminate those they no longer intend to consider. Reaching a consensus is highly desirable; if in doubt, reinterview. At Goucher, major reasons for eliminating applicants at this point are:

1. Volunteer experience qualitatively inferior to that of other applicants
2. Lack of career focus
3. Not realistic about profit motive
4. Insufficient interest in becoming a manager
5. Disheveled appearance
6. Unsuited to professional employment

CONDUCT THE SECOND INTERVIEW

A second interview should be arranged with those still being considered. The second interview may be more individualized, to draw out information not yet gained about:

1. Internship preferences
2. Effect of the program on the woman's daily life
3. Applicant's commitment to finishing the program
4. How well the candidate might function in a time-shared internship
5. Any concerns about the applicant's background or experience

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DECIDE ON SELECTION CRITERIA

After the second interview, the group must be narrowed to approximately the number of places in the program. It is wise to select 10 to 15 percent more women than there are places, to allow for dropouts. As a result of the screening workshop and two interviews, some awareness of personalities, career readiness, and suitability to the internship environment should be possible. A major goal should be that of achieving balance and diversity in the final group of participants. The Goucher experience shows that women over 45 and/or out of the work force more than 20 years are more difficult to place than their younger counterparts. Younger women tend to be more receptive to new ideas and to adapt more readily to the training and the internship environment.

Of necessity, decisions about final selections will be more subjective than earlier eliminations, since at this stage all women under consideration should be potentially trainable and employable. Tentative selections may be made by

1. Grouping applicants by internship preference;
2. Ranking women within each group;
3. Eliminating those considered too career-ready to benefit from training or ambivalent about their commitment to the program;
4. Considering overlap in SDS codes and Skill Summaries;
5. Gauging the combination of skills and personalities for each internship.

PAIRING CANDIDATES FOR INTERNSHIPS

Both complementary skills and compatible personalities are essential to the success of time-shared internships. Potential problems can stem from a lack of mutual respect and trust, a basic personality clash, an unwillingness to share both praise and criticism, and the inability to relinquish one's own ideas. Directors must be as sensitive as possible to such factors in pairing interns.

Using the relative calibre of candidates for each internship and what is known of their personalities, pairing should be possible. Consideration should also be given to applicants' personalities in terms of work environment. It may be necessary to rely on SDS codes and Skill Summaries to match women with internships that were not their first or second choices. Once training is underway, directors should be prepared to separate teams that do not seem workable before the internship itself begins. Please see Chapter 9 for additional time-sharing considerations.

CHECKING REFERENCES

Before settling on a penultimate class list, check at least two references for each candidate. At Goucher this is done by sending reference forms to be completed by those people designated on the preapplication forms (see page 75). Usually these individuals are former employers or volunteer contacts. Directors try to avoid using personal character references.

PREPARING FINALISTS FOR INTERNSHIP INTERVIEWS

Since final acceptance for the pilot program was contingent upon placement in an internship, candidates needed to be prepared for employment interviews before being offered places in the class. Although there should be little possibility of ultimate rejection at this point, the requisite assistance in resume preparation and interview techniques will be valuable to all candidates. The training process can be streamlined as follows:

1. Send finalists a letter indicating the intention to select them and describing the need for interview training. Enclose instructions for preparing a resume. A combined functional/chronological resume is used at Goucher (see pages 77-78 for a sample). Women should be asked to bring a draft resume to the first of two brief training sessions.
2. The first workshop session consists of critiques of the draft resumes and a training lecture on job interview techniques. A morning or an afternoon should afford ample time.

3. The second workshop session entails a review of final resumes, followed by job interview role playing and videotaping.

These training workshops have the advantage not only of preparing finalists adequately for employment interviews but also of generating enthusiasm for the WMDP concept as a reality. For some, the selection process undoubtedly seems endless at this point.

Employers, of course, have the option of rejecting a prospective intern, but in the Goucher experience this has not been a problem. Virtually all companies have been enthusiastic about the calibre of the candidates, and three expressed the wish that the women could begin work immediately.

ACCEPTING THE CLASS

As soon as interniship placements have been settled, formal letters of acceptance should be sent. These letters should confirm the internship placement, outline the course schedule, and reiterate the extent of responsibility on the part of participants, the project, and the internship sponsors. A sample acceptance letter may be found on pages 78-79. Letters should also be sent to those applicants not selected.

PREAPPLICATION FORM

WOMEN'S MANAGEMENT DEVELOPMENT PROJECT

A nonrefundable fee of $35.00 must accompany this application. Make checks payable to Goucher College.

Personal Information

Name ____
Last First Middle Maiden

Address ____

City ____________________ State ____________ Zip Code ______

Phone No. ______________ Social Security No. ____________

Education

List all degrees, credit and noncredit courses or programs pursued since high school. List the most current first.

Date	Name and Address of Institution	Major or Subject Matter	Degree

Honors and Awards

List all honors, awards, citations or special commendations received since high school graduation for educational, community or employment achievements.

Employment

Describe all paid employment (full time or part time) since college graduation, with the most recent first. Indicate the number of employees you supervised, if you acted in this capacity.

1. Name of Employer____________________________

   Address__________________________________

   ____________________Zip Code________

   Dates of Employment_________Job Title_________

   Description of Duties_______________________

   ____

2. Name of Employer____________________________

   Address__________________________________

   ____________________Zip Code________

   Dates of Employment_________Job Title_________

   Description of Duties_______________________

   ____

3. Name of Employer____________________________

   Address__________________________________

   ____________________Zip Code________

   Dates of Employment_________Job Title_________

   Description of Duties_______________________

   ____

Volunteer Experience

Describe the primary responsibilities of all significant volunteer experience you have had with nonprofit, community, educational, religious and/or charitable organizations. Emphasize those positions in which you acted in a leadership capacity. Attach an additional sheet if necessary.

1. Name of Organization________________________________

   Dates of Service__________No. of People Supervised___

   Description of Duties_______________________________

   ____

2. Name of Organization________________________________

   Dates of Service__________No. of People Supervised___

   Description of Duties_______________________________

   ____

3. Name of Organization________________________________

   Dates of Service__________No. of People Supervised___

   Description of Duties_______________________________

   ____

4. Name of Organization________________________________

   Dates of Service__________No. of People Supervised___

   Description of Duties_______________________________

   ____

References

List three people who have worked with you and can evaluate your potential for participation in the program.

1. Name____

Address____

____________________Zip Code__________

2. Name____

Address____

____________________Zip Code__________

3. Name____

Address____

____________________Zip Code__________

I authorize the Women's Management Development Project to contact any or all former employers and any or all references that I have listed above.

____
Signature of Applicant

____
Printed Name

____
Date

Screening workshops will be held from 9:00 a.m. to 5:00 p.m. on April 21 and May 12. Attendance at either workshop is required for admission to the program. Indicate which workshop you can attend.

_____April 21

_____May 12

Goucher College does not discriminate on the basis of race, color, religion, national or ethnic origin, or handicap in admission to, or treatment in, its educational programs and activities, nor, except with respect to admission to its undergraduate degree programs, does it discriminate on the basis of sex.

Women's Management Development Project, Goucher College,
Dulaney Valley Road, Towson, Maryland 21204

SAMPLE POSITION DESCRIPTION

INSTRUCTIONS FOR PREPARING POSITION DESCRIPTIONS

1. Select two of your most significant experiences to describe. It is best to choose jobs that have used a range of skills.
2. Use simple, declarative sentences.
3. Tell what you did and accomplished. Include as many examples of what you did as you can remember.
4. You might find it helpful to write what you did in chronological order, although the order of what you write is not important.

SAMPLE POSITION DESCRIPTION
CHAIRPERSON, MAYOR'S ACTION PHONE

As Chairperson of a task force to study the feasibility of operating a volunteer-run complaint center in City Hall, I coordinated the research efforts of four women. I prepared a questionnaire that was mailed to forty cities to find out if they had a similar program. The information we received was used to structure the program. With the rest of the committee, I interviewed administrators of City Departments to find out their ideas about the project.

Once the project received approval, I became its Chairperson, with a committee of twenty volunteers. With the assistance of the President of the Women's Good Government Organization, I recruited, interviewed and hired a paid Executive Director for the Mayor's Action Phone. The Executive Director and I developed the office procedures. I recruited volunteers to staff the office. I met with members of the Mayor's staff periodically to smooth out problems with the program. I appeared on radio and television shows to publicize the Mayor's Action Phone. I wrote the annual report for the Women's Good Government Organization.

NAME______________________________

SAMPLE SKILL SUMMARY

Skills Acquired	How Demonstrated
Technical Skills	
1. Researching	1. Conducted feasibility study
2. Designing questionnaire	2. Wrote questions and designed format of questionnaire to survey municipal complaint programs
3. Designing unique program	3. Consulted with city officials to determine effective design of program; established functioning committee
4. Developing office procedures	4. Designed forms to be used when receiving complaints
5. Public speaking	5. Spoke on radio and television interview programs
6. Writing	6. Wrote annual reports and newsletters
7. Editing	7. Edited monthly newsletter
8. Designing layout for printed materials	8. Prepared layout for newsletters
Managerial Skills	
1. Coordinating	1. Coordinated research team
2. Interviewing	2. Interviewed potential staff
3. Recruiting	3. Wrote job descriptions and circulated them to individuals and organizations that might refer candidates
4. Disciplining	4. Occasionally had to release individuals from job assignments
5. Supervising	5. Reviewed work product and performance of subordinates

SAMPLE SKILL SUMMARY
(continued)

Skills Acquired	How Demonstrated
Social/Personal Skills	
1. Training	1. Conducted training program for volunteers operating Hot Line
2. Counseling	2. Counseled teenagers with personal problems and volunteers with attendance problems
3. Taking initiative	3. Initiated first volunteer newsletter for Youth Hot Line

Additional technical skills: Typing, basic accounting and bookkeeping, keypunching

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CAREER INFORMATION ANALYSIS

Instructions: Imagine that you have just been offered a professional job as a helminthologist, starting Monday at 9:00 a.m. You have been told there is a possibility that a second professional job as an olericulturist will be available to you in 2 weeks' time. Assume that you are qualified to perform either job. You have to make your decision about the helminthologist job by 5:00 p.m. today.

Listed below are types of information that are important for you to have in order to make your decision.

1. Salary of helminthologist
2. Salary of olericulturist
3. Duties of helminthologist
4. Duties of olericulturist
5. Working conditions of helminthologist
6. Working conditions of olericulturist
7. Kinds of people you will be working with as a helminthologist
8. Kinds of people you will be working with as an olericulturist
9. Managerial advancement potential for helminthologist
10. Managerial advancement potential for olericulturist
11. Geographical location of helminthologist position
12. Geographical location of olericulturist position

Now answer the following questions:

1. The five most important factors to me are:
   a. ______________________________
   b. ______________________________
   c. ______________________________
   d. ______________________________
2. I would choose the position of ____________________.
3. The following underlying values about work are implied by my choices of information:
   a. ______________________________
   b. ______________________________
   c. ______________________________

SAMPLE REFERENCE FORM

________________________________ has applied to participate in the Women's Management Development Project. She has given us permission to contact you as a reference.

1. How long and in what capacity have you known her?

   ____

2. If this person worked for or with you, what were the dates of employment and the number of hours worked per week?

   ____

3. How would you evaluate her ability to supervise other employees?

   ____

   ____

   ____

4. Is this person dependable and likely to follow a project through to completion?

   ____

   ____

5. In the space below, comment on the individual's achievements, abilities, personality, intelligence, interests and potential.

   ____

   ____

   ____

____
Signature

____
Printed Name

____
Date

SAMPLE RESUME

MARY VOLUNTEER

123 Main Street
Aberdeen, Maryland 21001 Telephone: (301) 464-1078

EDUCATION

B.A. Northwestern University, Evanston, Illinois, 1958

SKILLS

Financial	Prepared budget and administered disbursements for major sports event with revenues of $160,000. Prepared and administered budget for 500-delegate national convention. Developed and administered budget of $120,000 for Junior League; made disbursements to 50 accounts.
Administrative	Interviewed, hired and placed clerical staff for home office of insurance company. Directed marketing, merchandising and promotional events for clothing store. Increased sales by 25 percent. Assisted in formulating policies and long-range plans for Junior League.
Supervisory	Recruited and directed district chairpersons for solicitation drive that raised over $70,000 for the Heart Association. Supervised paid staff and coordinated work schedules for 300 volunteers working at retail clothing outlet.

EXPERIENCE

1977-78 Treasurer, Baltimore International Tennis Championships.
1975-76 Treasurer, National Child Advocacy Conference.

SAMPLE RESUME
(continued)

1973-75 Treasurer, Baltimore Junior League, Executive
Committee; member, 1972-
1972-73 Chairperson, Wise Penny Shop.
1972-76 Board of Directors, Center Stage Hands

Heart Association of Central Maryland, Baltimore, Maryland.
1972 Heart Sunday Chairperson for Baltimore County.

Monumental Life Insurance Company, Inc., Baltimore, Maryland
1960-63 Assistant to Personnel Director.

REFERENCES

Available upon request.

Women's Management Development Project

Directors
Winifred C. Borden
Carol M. McGowan

SAMPLE ACCEPTANCE LETTER

We are pleased to confirm your place in the Women's Management Development Project (WMDP). Your internship at ________________________________ will begin approximately March 1, 1979, and conclude no later than May 31, 1979. Your employer will arrange the exact time and dates you will work. Your salary will be determined at a later date by your employer.

The Principles and Practice of Management course will begin September 18, 1978 and conclude March 2, 1979. It will meet Mondays, Wednesdays, and Fridays from 9:00 to 11:30 a.m. at Goucher. The support group will meet Mondays from 11:45 a.m. to 1:00 p.m. There will be ten 1-1/2-hour classes in data processing that we expect will meet Wednesdays from 12:30 to 2:00 p.m. We will operate according to the Goucher undergraduate calendar for major school vacations; however, we will hold classes during January. Participants are expected to attend class sessions. Although participants will be allowed a limited number of excused absences, the number of which will be determined during the first week of classes, excessive absenteeism, failure to complete assignments and/or failure to perform satisfactorily will be grounds for being dropped from the program.

As an intern, you will be considered an employee of ________________________________ and will be governed by their personnel rules and regulations, including policies concerning attendance and quality of performance. During the time you are interning, you will be expected to attend a support group on Tuesdays from 7:30 to 9:30 p.m.

During the program we will be evaluating various facets of the project. Your participation in these activities will include keeping journals, evaluating the course and the internship, and completing other forms and questionnaires.

Women's Management Development Project

Directors
Winifred C. Borden
Carol M. McGowan

We want to reiterate our position that we do not guarantee you employment upon completion of the WMDP program and that you are under no obligation to accept employment if it is offered.

If you accept the terms for participation in the project, please sign the enclosed copy of this letter and return it with a check for $150, made payable to Goucher College, by July 10. This nonrefundable fee will reserve a place for you in the program and will be applied to the tuition. The sum of $850 will be due by September 18. The remaining $1,000 must be paid by January 3, 1979. If you withdraw from the program, the College has established the following refund policy: before classes begin, 100 percent of tuition excluding $150 deposit; during the first week of classes, 75 percent; during the second week of classes, 50 percent; during the third week of classes, 25 percent; and, after third week of classes, there will be no refunds.

We look forward to having you in our program.

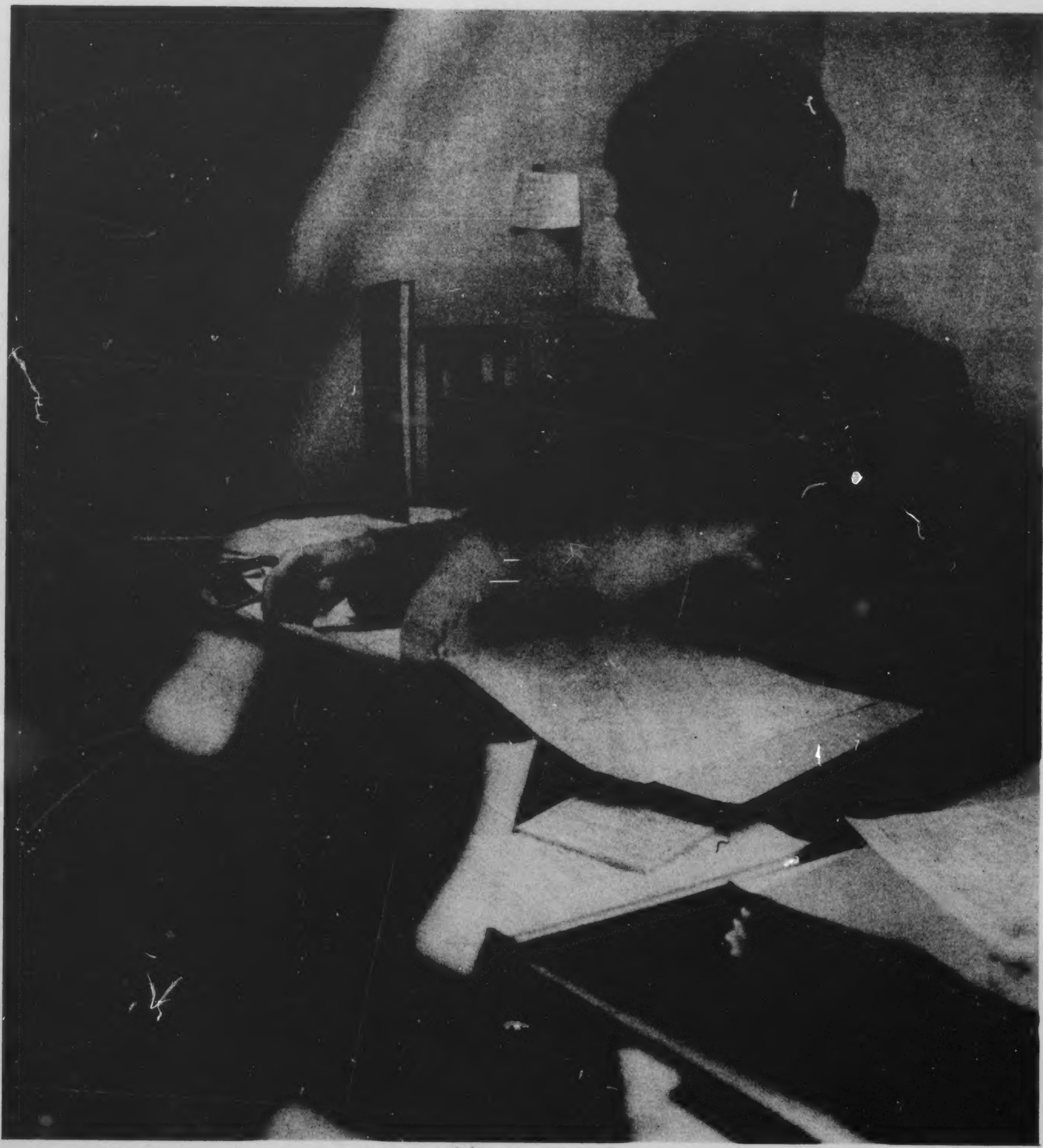
Sincerely,

Winifred C. Borden
Codirector

Carol M. McGowan
Codirector

____
Name

____
Date



7.

The Training Course

The Principles and Practice of Management course furnishes an overview of management theory and organizational behavior, as well as experiential activities that give women an opportunity to practice management skills. Specialized topics are covered in intensive mini-courses. The course is not, as some applicants expected, a mini-MBA. Its purpose is to train women out of the work force to perform competently in the professional internships to which they will be assigned. As such, the training involves a growth process for women in the program. Self-exploration is at least as important in this process as is the acquisition of technical skills and knowledge.

A detailed course syllabus is included as an appendix. Major elements of the course and its development are described below.

DESIGN OF THE COURSE

The training component of any such program should be tailored to the population it will serve. Since the Goucher course was designed originally for volunteers with leadership experience, a general understanding of management principles is assumed. Emphasis is placed on offering these women a theoretical framework to enhance their knowledge and on giving them the self-confidence to practice management skills in a business setting. Although participants will have been selected for their management potential, their individual skill levels will differ quantitatively and qualitatively. One aim of the course, therefore, is to provide all students with the same knowledge base. Specific objectives focus on the private enterprise system, the transition from nonprofit to profit-making sectors, organizational development and behavior, the politics of succeeding in business, and the principles of management.

At Goucher a curriculum specialist was hired to plan the course and internship sponsors were consulted for suggestions of topics that should be covered. The course outline was reviewed and approved by the project's advisory board before training began.

SCHEDULING CONSIDERATIONS

In scheduling training sessions, consideration should be given not only to the amount of material to be covered and the availability of space and instructors, but also to the times when participants will be able to attend. The following guidelines may help others in scheduling comparable programs. Six months are needed to cover all topics adequately and to allow for individual growth. Scheduling classes on alternate days gives women enough time to digest the previous day's information and experiences and to complete assignments. Two and one-half-hour sessions provide sufficient time to explore most topics in some depth, and morning classes seem preferable for women with young children.

At Goucher, WMDP classes are held Mondays, Wednesdays, and Fridays from 9:30 a.m. to noon between mid-September and the end of February. Monday classes are devoted to the theoretical core of the course, Wednesday sessions to specialized mini-courses, and Fridays to experiential activities. A 10-week data-processing mini-course is held one afternoon a week, and the support group (see Chapter 8) meets once a week during the lunch hour. At this pace, the course is both intensive and demanding. Other schedules may, of course, be more appropriate for other populations and programs.

COURSE INSTRUCTORS

As was pointed out in Chapter 3, all those who participate in course instruction should be positive role models for the women they will train. At Goucher several factors made a division of instructional responsibilities appear logical. Managing the program leaves directors too little time to handle all aspects of training, although it is important for them to conduct some segments of the course. By observing and working with the women in classroom situations, directors find they can be more effective in counseling participants. It would have proved both difficult and costly to hire a single instructor for the entire course. The three distinct types of instruction offered--

the theoretical component, the mini-courses, and the experiential activities--demand different teaching styles and different kinds of expertise.

Both continuity and diversity have been achieved by hiring a part-time instructor for the Monday theoretical classes, by bringing in guest instructors and outside experts for the Wednesday mini-courses, and by using one director to conduct the Friday experiential activities. Her codirector handles arrangements for the Wednesday sessions. The directors work with the core instructor to coordinate all three elements of the course.

THE THEORETICAL FOCUS

At Goucher, Monday morning sessions focusing on the theory and principles of management utilize a lecture and discussion format. Classes devoted to communication are placed early in the course so that women can practice these basic skills throughout the training period. The following are among the topics covered in the theoretical component of the course:

Challenges of Management
Changing from Nonprofit to Profit
Business Communication (four sessions)
The Changing Work Force
Motivation Theories (two sessions)
Leadership Styles
The Managerial Grid
Situational Leadership
Management by Objectives
Team Building
The Power Structure and Conflict
Phases of Creative Leadership
Decision Making
Creative Problem-Solving
Supervisory Relations
Organizational Development
Starting a New Job

In addition to the assigned textbooks cited in the appendix, women are required to read a weekly business publication such as the Wall Street Journal, Business Week, Fortune, or U.S. News & World Report. Regular papers are assigned to measure participants' mastery of cognitive information from the lecture/discussions and from outside reading. These papers are to be written in a specified business format--memo, report, letter--to give women additional experience in this type of writing.

MINI-COURSES

In the Wednesday sessions, outside experts introduce the women to specialized topics. Mini-courses are concentrated seminars that take the form of panel discussions or guest lectures. They may vary in length from a single session to four consecutive weekly sessions. The data-processing mini-course entails ten 1-1/2-hour afternoon classes. Priority is given to career exploration by reserving four Wednesday sessions devoted to this topic early in the course. This is designed to encourage participants to combine self-exploration with practical skill building. Another two sessions on career exploration occur toward the end of the course.

Clearly, the outside experts selected for these presentations must be knowledgeable in their respective fields, but they also should be people to whom the women can relate positively. It is recommended that both men and women be utilized for this component of the course. Through offering these mini-courses, it should be possible to introduce participants to a diverse range of business styles.

Members of the project's advisory board or executives contacted while arranging internships are good sources for names of potential guest speakers. Large corporations have responded positively to requests for such speakers, whether or not the companies are participating in the program by sponsoring internships. Overall, the calibre of the presentations has been high, and the women have reacted very positively to this aspect of the course.

The following mini-courses are part of the Principles and Practice of Management course at Goucher:

- Dress for Success (one session)
- Career Exploration (six sessions)
- Job Skills Panel (one session)
- Equal Employment Opportunity (two sessions)
- Principles of Sales (one session)
- Women in Management Panel: How Do I Get There? (one session)
- Office Procedures (one session)
- Conflict Management (one session)
- Women in Management Panel: How to Succeed (one session)
- Budget and Finance (four sessions)
- Oral Presentations of Independent Projects (three sessions, see below)
- Data Processing (special 10-week mini-course)

During the pilot project, one Wednesday class was devoted to time management. This topic has been dropped because most enrollees appear to have adequate skills in this area. Other projects should modify the list of topics as appropriate for their clientele and the internship assignments.

EXPERIENTIAL ACTIVITIES

Friday classes involve the practical application of material covered in the week's theoretical session or in a mini-course. These experiential activities may take the form of small-group discussions, classwork on special projects, analysis of case studies, role playing, or videotaping. Five Friday sessions early in the course are devoted to assertiveness training. Field trips to two large manufacturers in the area give women a clearer picture of private sector employment patterns.

GENERAL REQUIREMENTS

Participants are expected to attend all classes and to complete assignments on time. No formal grading system is used by the Goucher project, although the women's performance is monitored regularly and rated satisfactory or unsatisfactory. Suitable business attire is to be worn during all mini-courses. Women are also required to keep a weekly journal of their personal reactions to the course, to their fellow students, and to changes within themselves. The journals, which are reviewed by project directors once a month, can provide insights into individual growth and potential problems that otherwise might not be recognized.

INDEPENDENT PROJECT

At Goucher each internship sponsor is responsible for designing an independent project to be undertaken by the interns assigned to that company. Some projects entail an overall survey of the relevant industry; others relate specifically to the kind of work that the intern will perform. For example, some women assigned to banking internships have studied the Federal Reserve System and its relationship to local banks. Participants slated for personnel relations internships with a major utility company have investigated application procedures used by other employers. One woman prepared for her membership recruitment internship with the Chamber of Commerce through research on sales principles.

Reports of independent research are presented at the end of the course, both in written form and orally to the class. Oral presentations give the women experience in public speaking and in developing visual materials to illustrate their subjects. Each oral report is evaluated by other members of the class.

GRADUATION

To mark participants' successful completion of the training course and their internships, informal graduation exercises are held at the conclusion of the program. The first class graduation event was held on a Sunday afternoon early in June 1979. Goucher's president spoke to the women and their families about the project's relationship to the college, to women's education, and to career development;

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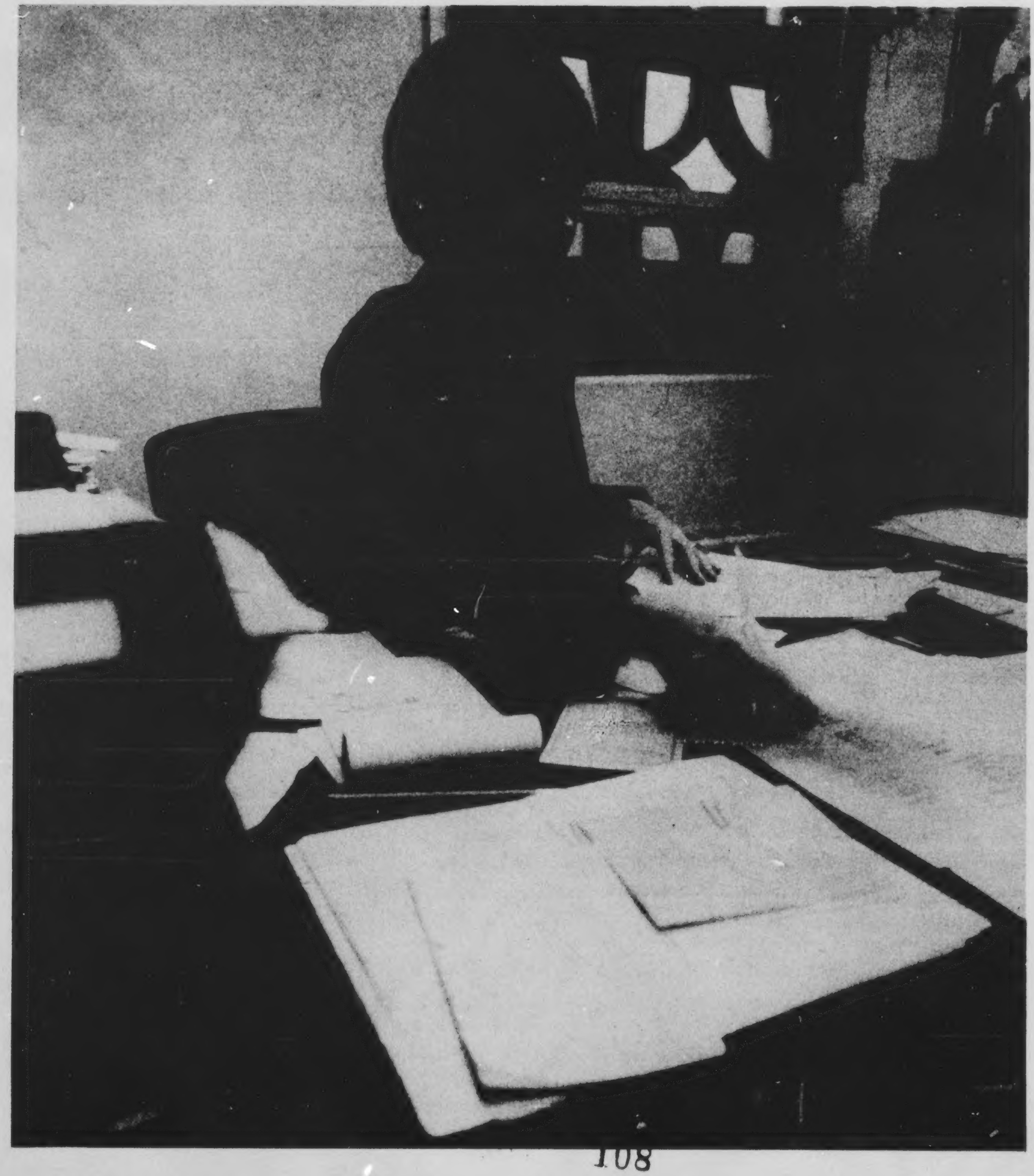
an alumna who heads Baltimore's Mayor's Office on Manpower Resources spoke on how to succeed as a woman professional; and a project participant chosen by the class reflected on the year's experiences. The codirectors presented each graduate with a diploma. Finally, the event concluded with an informal reception.



8. Counseling Participants

Both individual counseling and a support group are used at Goucher to help ease the transition to management/ professional employment. Individual counseling sessions are timed to coincide with critical junctures in the program. These are supplemented, as needed, by additional individual conferences. In general, though, the philosophy is that through the training and the internship experience, these highly motivated women will easily gain confidence in their own problem-solving abilities. Overreliance on project directors is discouraged. Directors view themselves as sources of information on what to expect from the work environment, as mediators in interpersonal conflicts, and as the persons responsible for insuring that participants follow through on program commitments.

INDIVIDUAL COUNSELING

With two directors, it is possible to reduce the counseling load for each director by dividing the group. Each director counsels half the participants, following those women throughout the program. The division parallels internship assignments, so that one director advises both partners in a given time-shared internship and serves as the project's contact with the employer's liaison. Four scheduled individual conferences are held.

TRAINING COURSE INTERVIEW

At Goucher the first half-hour conference is held midway through the training course (in November) to discuss the woman's reactions to and performance in the class and to anticipate potential problems in adjusting to the internship environment. This conference should probably take place even earlier in the course.

PRE-INTERNSHIP COUNSELING

Participants are also counseled individually in February, just before the internship is to start. By this time each woman has gained sufficient theoretical and practical background on management/professional work so as to identify her specific uncertainties and fears about the internship itself. Each woman has also attended classes and interacted with her assigned partner often enough so as to have a clearer idea of how well time sharing might work.

INTERNSHIP COUNSELING SESSION

A third individual interview is scheduled at the midpoint of the internship (in April). This session concentrates on the woman's experience in adapting to the work atmosphere and to time sharing, and on her career plans and permanent employment prospects. Since the counselor is also the project's primary contact with the employer liaison, she can discuss relevant problems and prospects knowledgeably. Supplementary individual conferences are minimized during internships to encourage interns' self-sufficiency.

FINAL INTERVIEW

To establish closure with each participant, a final interview is scheduled after the internship has been completed. It is vital that the counselor have the employer's evaluation of the intern before this counseling session (see Chapter 10). The final interview focuses on the woman's assessment of her internship experience, the problems she encountered, and her employment plans. Career counseling and job referrals are provided for women who have not been offered or have not accepted permanent jobs. Project directors expect to remain in contact with graduates and to offer advice and job referrals on an informal basis, although job placement itself is not part of the program.

ORGANIZING THE SUPPORT GROUP

Follow-up evaluation of project experiences shows that, above all, participants need the confidence to assert themselves in managerial and job-seeking capacities. Self-confidence may be gained not only through classroom training and on-the-job experience but also through a weekly support group. At Goucher, attendance is required at support-group meetings, but the group is organized democratically according to participants' needs. At the outset women are offered the options of:

1. focusing on personal or course/job-related topics;
2. organizing one large or two smaller groups;
3. using a leaderless format or selecting group leaders; and
4. deciding on meeting times.

TRAINING COURSE SUPPORT GROUP

During the training course (September through February), participants and directors meet weekly as a single group for 90 minutes during lunch. This relaxed atmosphere offers an informal way for the directors to get to know the women better and for the participants to express both personal and training-related concerns. At the women's request, directors have participated by offering interpretive and/or clarifying comments and information. Most of the women's concerns have highlighted a lack of self-confidence about performing as expected in a business situation:

1. Questions about business etiquette
2. The fear of seeming out of place or looking foolish
3. Apprehension about asking for money
4. Concern about their families' reactions to the new demands on their time.

INTERNSHIP SUPPORT GROUP

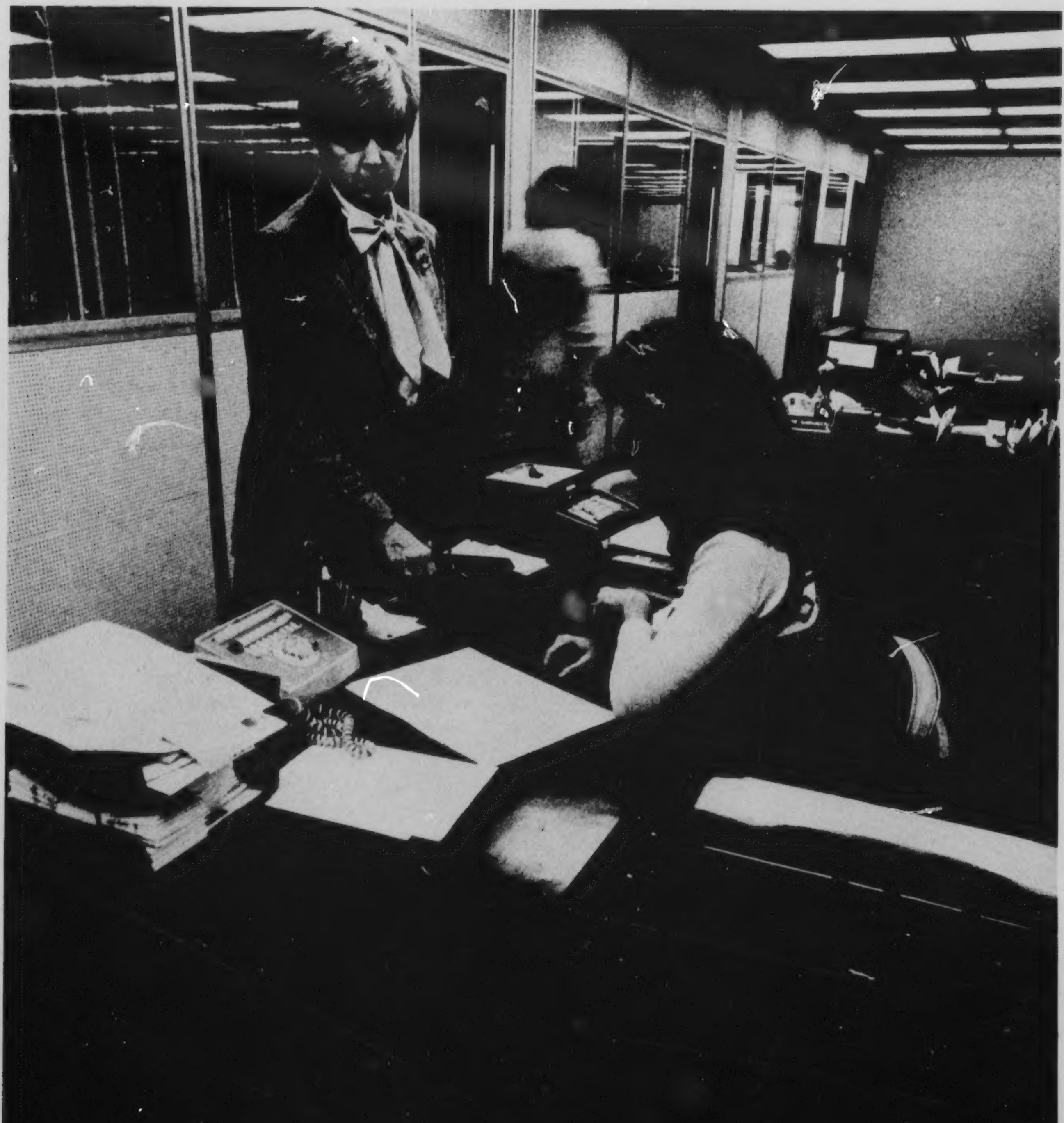
During the internships, the support group meets weekly in the evening for 2 to 3 hours. Again, the atmosphere is relaxed and informal, although the women have insisted that the directors lead this group. Here, interns' concerns are related directly to coping in the work environment. Most interns have adjusted readily as a result of the intensive training and their own inherent potential. Uncertainties or problems have focused on the following:

1. Unrealistic expectations on the part of the employer and/or the intern
2. Poor on-the-job supervision
3. Assignments that do not seem challenging enough
4. The need for support when the intern lacks the self-confidence and training to do her job
5. Difficulties in relating to co-workers
6. Questions about revising resumes to incorporate the internship experience
7. Practical or personal concerns about implementing the time-sharing arrangement
8. Uncertainties about job seeking within the company

These meetings can provide the kind of peer support that enhances the benefits of the time-sharing partnership, and most women have rated the evening sessions indispensable.

SOCIALIZING

At Goucher, the first class soon became a close-knit group that could enjoy both work and fun together. The women organized a cocktail party held at one participant's house on the last class day before internships began, as well as a holiday party for the class, project staff, and spouses. The last evening support group met for a gala dinner in the college's Alumnae House. A reunion dinner was held in the fall.



9. Time Sharing

Time sharing involves dividing equally the tasks, responsibilities, salary, and benefits of a single full-time position. Twenty-two of the original class of twenty-four women worked time-shared internships, and the project directorship itself is time shared. Experience shows that such partnerships have both advantages and potential disadvantages.

ESTABLISHING WORKABLE PARTNERSHIPS

The cardinal rule in time sharing is that partners have complementary skills, work styles, and personalities, for time sharing intensifies all the normal problems of working with someone else. Mutual respect is a vital ingredient in such working relationships. Unequal matches can highlight differences in skills and abilities, resulting in competition, exclusion, jealousy, and low productivity. A well-matched team can:

1. be more productive together than a single full-time worker;
2. provide a broader range of skills;
3. motivate and support each other;
4. generate more creative ideas through exchange; and
5. insure each partner flexibility of work schedule.

THE KEY IS COMMUNICATION

Constant communication is the key to positive and productive time-shared relationships. At the outset, the division of responsibilities and the work schedule should be agreed upon. In an internship situation these decisions may depend on the employer's preference. To avoid potential problems, the sharing and scheduling design should be understood clearly, not only by the partners themselves but also by supervisors and co-workers.

Goucher's interns sometimes find that both partners are praised for successful efforts, but that both also are held responsible for errors, since time-sharers are viewed as a team. In addition, some co-workers have seemed confused by the time-sharing concept and about how to respond. Such problems might have been avoided through improved communication.

TEAM PLAY IS ESSENTIAL

In practice, the division of labor and time does not always work out equitably as originally planned. For example, project directors envisioned having distinct areas of responsibility depending on individual expertise. Each was to work 3 shortened days per week with 1 day in common. In fact, many tasks have had to be performed by the partner covering the office at the time, while others, such as generating internships, have been handled jointly. As a result, it has been essential--as it is in any time-shared situation--for project directors to build into the relationship a mechanism for regular review of the distribution of work load.

RECOGNIZE THE NEED FOR COMPROMISE

One of the most difficult aspects of working with others is having to give up one's own ideas, and this problem is felt even more strongly in time-shared work. Women in the program should be prepared for the need to compromise in time-shared internships, but for some this may be the most difficult area of adjustment to job reentry. The evening support group may be helpful in working out specific problems of this sort. Interns should be urged to try to resolve conflicts together before turning to their supervisors or to project staff for mediation.

WEIGHING THE PROS AND CONS

Time sharing is viewed by many as a fairly radical alternative work pattern. Few employers have experimented with it to the extent that they have with flex time. But time sharing--or job sharing, as some prefer to call it--can have definite advantages, both to employers and to employees. The Goucher experience highlights both the benefits of such arrangements and their potential weaknesses.

ADVANTAGES TO PARTICIPANTS

Time sharing has several specific advantages to WMDP participants. It places women in a relatively normal work situation while not demanding 40 hours a week of their time. This schedule flexibility helps ease the transition to regular employment on either a full-time or a part-time basis. Compensation based on half a full-time professional salary is usually more generous than pay for part-time work.

The peer support inherent in the time-sharing arrangement fosters self-confidence, independence, and a rapid adjustment to this new lifestyle. At Goucher, the two women who worked half time without partners experienced much greater difficulty in adapting to the work environment and leaned more heavily on project staff and co-workers in their uncertainty.

ADVANTAGES TO EMPLOYERS

The majority of participating employers have reacted favorably to this experiment with time sharing. The following are among the advantages they have cited:

1. Two minds are working on the same problem
2. High productivity (both quantitatively and qualitatively)
3. Interns motivate each other, making outside supervision less necessary
4. The team can help other workers develop ideas
5. Such internships provide a good transition to regular employment
6. Time sharing can expand the labor force
7. Such arrangements afford unusual flexibility

Most employers feel that time-shared internships are especially well suited to project-oriented work.

POTENTIAL AND ACTUAL WEAKNESSES

There are two types of disadvantages to time sharing: those that may be resolved through better matching, communication, and team play; and those that are inherent in the concept. "Curable" weaknesses cited by interns and their supervisors include:

1. Inefficient communication
2. Scheduling problems
3. Loss of continuity if partners do not work well together
4. Difficulty distinguishing individual responsibilities
5. Confusion over time sharing among co-workers
6. Supervisor lacks control over situation
7. Work may take longer to organize and complete
8. Partners may feel overly compromised because of differences in skills or work styles.

There are also a number of probably incurable weaknesses in the time-sharing idea itself, and they are that:

- it has limited applicability at higher management levels;
- it entails a double supervision load;
  fringe benefits, if given at all, must be shared; and
- project-oriented work does not reflect the norm in the business world, for it does not expose women to some of the routine tasks involved in regular professional employment.

TIME SHARING AND REENTRY

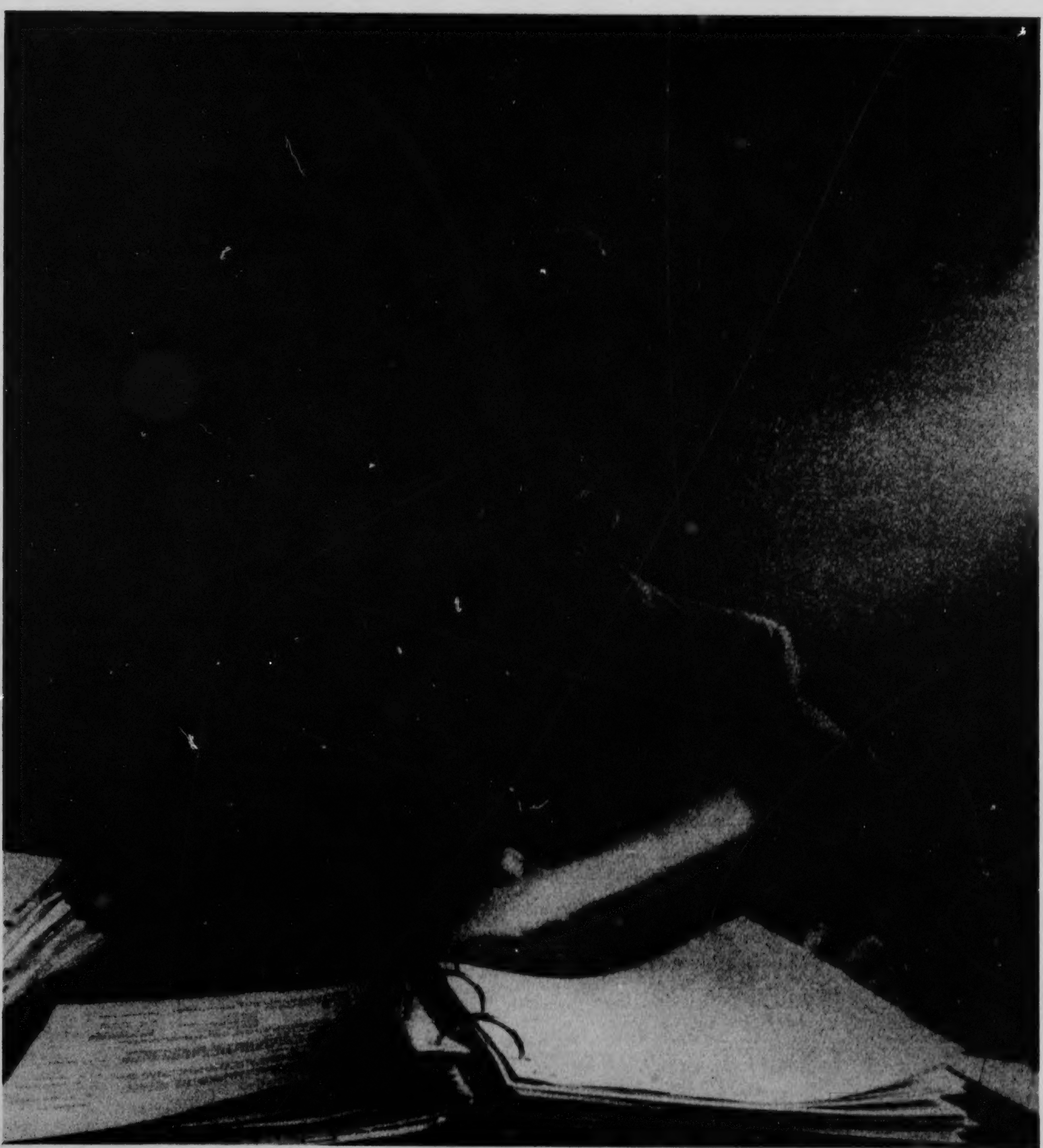
The 3-month internship should be regarded as a transitional aid to job reentry, one that provides the practical experience and credentials needed to obtain permanent employment within the sponsoring company or elsewhere. The internship can be a useful springboard to a better situation and can help women formulate more concrete career goals. Since obtaining a positive recommendation from the intern's supervisor will be essential, each woman should be urged to perform to the best of her ability, even if the assignment is not her "cup of tea." By talking with as many people in the organization as possible, interns can make valuable contacts and can gain ideas about alternative career paths.

Time-shared internships can pose reentry problems, since there is no guarantee that both partners will be offered permanent employment. Uncertainty over employment prospects within the company can cause friction and tension. When only one woman is offered a job, the other naturally feels rejected and inadequate. Obviously, it is difficult to prepare women for this prospect. Some anguish may be avoided if project directors urge sponsors not to make employment offers too early.

Women should be advised that offers of permanent jobs depend not only on their performance and skills but also on whether a suitable position within the company exists at the conclusion of the internship. The likelihood of interns being retained in their time-shared positions is low, although three pairs of Goucher interns have been employed permanently on this basis. Offers of full-time or part-time work are much more likely, and women should be encouraged to accept employment where they have interned, even if they do not wish to remain there. Being employed makes a person more marketable to another employer.

Those who want the flexibility of working less than full time must be prepared to make certain trade-offs where benefits are concerned. Most employers view time-shared status as they do part-time employment. To avoid inequities, benefit provisions are usually the same for both types of employees. In most cases, this means not only no medical insurance, but also no paid vacation or sick leave. As interns, none of the participants in the pilot project received fringe benefits, since all were classified as temporary employees. Some of those hired permanently on a time-shared basis do receive company benefits; others do not. Such employer/employee negotiations must be handled on a case-by-case basis.

A further drawback of time-shared status was felt especially by banking interns at Goucher. Like part-time workers, they were categorized as nonprofessional employees, even though their work was professional in nature. As such, they were not exempt from the Federal Fair Labor Standards Act and were required to sign in and out when reporting for and leaving work. Employer policies and attitudes toward time sharing undoubtedly will vary throughout the country. As the idea gains currency, it is hoped that more equitable benefit and employee classification systems will be developed.



10. Evaluation

Accountability should be built into any service-oriented effort, and a Women's Management Development Project is no exception. Whether the project is supported by a grant or by tuition, program evaluation is an essential quality control feature. A multifaceted evaluation effort can shed light on program strengths and weaknesses and, if carefully organized, can indicate ways in which the project should be modified to serve its clientele better.

THE ART AND SCIENCE OF EVALUATION

The purposes of evaluation are to determine concretely how well the project is meeting its stated objectives and to provide some assessment of the validity of the assumptions on which program design is based. The importance of establishing clear and specific goals was stressed in Chapter 2 on program planning, as was the necessity for developing techniques that would allow for the accurate measurement of their achievement.

Measurement itself requires as much sophistication as does original program design. Time, attention to detail, and a scientific approach are needed to develop the requisite instruments and interview questions. Time, skill, and experience are necessary to administer them effectively and to draw appropriate conclusions.

ADVANTAGES OF USING AN OUTSIDE EVALUATOR

With what almost certainly will be a small project staff, inside evaluation can seem the proverbial straw that breaks the camel's back. So, if financially feasible, it is recommended that an independent professional be retained for this purpose. In addition to easing the burden on project staff, such outside consultants have the advantage of avoiding possible biases and preserving anonymity for participating women and employers. Reliance on those with known expertise in this field can mean that evaluation will be accomplished more efficiently and thoroughly than it would if the task were undertaken internally.

GUIDANCE FOR INTERNAL EVALUATION

Those who decide to rely on their own resources for evaluation may find some of the tools developed for the pilot project useful. Please bear in mind that these instruments and interviews were devised to measure how well the Goucher project met its goals; the objectives of comparable programs should parallel but not necessarily duplicate these. Some modification will undoubtedly be needed. Structured interviews used by the outside consultant are described briefly; questionnaires are reproduced completely.

TRANSFERABILITY OF SKILLS

A major objective of the Goucher project is to demonstrate that leadership potential developed in a volunteer setting can be transferred to professional- or management-level work in a business. The training course is designed to serve as a catalyst in this transition, for it should polish basic skills in areas in which participants may have experience but no formal training. The validity of this theory is measured primarily through participants' self-assessments.

At the conclusion of the Principles and Practice of Management training course, each participant is asked to complete a Self-Assessment of Current Skills and Knowledge questionnaire. Women rate their current competence in twenty-three areas and the degree to which it has been achieved through the training seminars. A rating scale of 1 (none) to 5 (a very great deal) is used. Women are also asked to comment on what they liked best about the course, what has been most beneficial to them, and how the course might be improved. The questionnaire is reproduced on pages 108-111. Results tabulated and analyzed by the outside evaluator show that the course can be credited with a "great deal" of the women's skills and knowledge.

After members of the first class completed their internships, the evaluator interviewed each woman to determine what seminar topics had been the most useful, the kinds of problems the intern might have faced without the benefit of training, and the management skills applied most frequently during the internship. The evaluator's analysis has helped project directors redesign the training course to reinforce areas that appeared weak and to rearrange the order in which course topics are presented.

EFFECTIVENESS OF TIME SHARING

A second major project goal is to measure the effectiveness of two adults working on a time-shared schedule. Three techniques are used to evaluate the time-sharing component: directors meet with employers during the internship; employers complete a Joint Internship Appraisal form; and the outside evaluator interviews both interns and employers.

VISITS TO EMPLOYERS

Approximately 1 month after internships begin, project directors visit each company to discuss the interns' adjustment with the designated liaison and/or supervisor. This personal contact has proved valuable in determining to what extent the time-shared job varies from the Position Profile and in learning how co-interns are performing on the job. Such information can be especially useful during the evening support-group sessions. It has also helped directors decide which sponsors to approach for internships during the following year.

JOINT INTERNSHIP APPRAISAL

At the end of the internship, supervisors are asked to comment in narrative form on the interns' accountabilities and performance as a team. The Joint Internship Appraisal form is reproduced on pages 112-114. These evaluations have been of assistance in final individual counseling sessions with participants and have given the directors insights into the optimal pairing of interns.

EVALUATOR INTERVIEWS

For the pilot project, the reactions of employers and interns were also gauged through interviews conducted by the outside evaluator. This method allowed members of both groups to be more candid than they might have been with project directors. Liaisons and/or supervisors in each company were asked:

1. Would you and your company participate in this program again?
2. What organizational and/or administrative problems did you have as a result of participation?
3. How might the program be improved?

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4. Is your reaction to supervising employees who share the same job favorable or unfavorable?
5. What do you think are the strong points of time sharing?
6. What are its weaknesses?

Interns themselves were also interviewed by the evaluator, who used a structured approach. Since most of the interns who shared jobs expressed a favorable attitude toward the experience, they were asked to cite both strong and weak points of time sharing. Responses of both employers and interns are incorporated in Chapter 9 on time sharing. As a result of these evaluations, greater emphasis is being placed on improving communication among project directors, employer liaisons/supervisors, and interns who time share. In addition, a greater proportion of the internships arranged for the second WMDP class were either full time or part time, although some were time shared.

JOB REENTRY

Internships are designed to address the need for job reentry opportunities among the target population. Success in achieving this objective is measured through employers' assessments of each intern's performance and by the extent to which participants utilize the training and internship experiences to secure permanent employment.

EMPLOYER EVALUATIONS

The Individual Internship Appraisal forms completed by each intern's supervisor are designed to evaluate these women's performance in terms of criteria applied to professional and management employees. This appraisal is used as an indication of the degree to which the program prepares women for job reentry at this level. Information is provided on each intern's general performance, skills, management potential, and suggested career direction. The form is reproduced on pages 115-120. Overall ratings of outstanding, above average, average, or below average are used. Results show that in comparison to supervisors' expectations, the interns' performance has been well above average. Supervisors are required to discuss these

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appraisals with the interns; project directors also use them in the final individual interviews with participants.

EMPLOYMENT STATUS

As a further measure of the reentry objective, the employment status of the first class was reviewed in September 1979. At that time more than two-thirds of the group had accepted permanent employment. More than half of these women were working at the firms for which they had interned. Two women had decided not to seek permanent jobs. Nearly all members of the class expected to continue their volunteer activities while working, although most recognized that they would have to devote less time to such efforts. Participants' current job titles and the types of firms are listed on the next two pages; an asterisk indicates that the woman remained at the company for which she interned.

Internship	Internship Company	Current Position	Current Company
Management Trainee (Marketing)	Insurance	Director	Social Service Program
*Marketing Coordinator	Professional Association	Marketing Coordinator	Professional Association
*Personnel Assistant	Manufacturer	Personnel Specialist	Manufacturer
Management Trainee (Marketing)	Insurance	Market Research Analyst	Manufacturer
Accounting Intern	Insurance	Bookkeeper Accountant	Accounting Firm
*Staff Assistant	Bank	Work Management Analyst	Bank
*Staff Assistant	Bank	Cost Accountant	Bank
Training Specialist	Bank	Personnel Specialist	Manufacturer
Training Specialist	Bank	Counselor	Social Service Program
*Systems & Marketing Trainee	Manufacturer	Systems Engineer	Manufacturer
Systems & Marketing Trainee	Manufacturer	Marketing Director	Service Business

*Indicates that the woman remained at the company for which she interned.

Internship	Internship Company	Current Position	Company Company
*Market Research Analyst	Bank	Market Research Analyst	Bank
*Market Research Analyst	Bank	Market Research Analyst	Bank
Personnel Intern	Manufacturer	Business Manager	Magazine
*New-Employee Orientation Specialist	Bank	Research Assistant	Bank
*Employer Interviewer	Utility Company	Employment Interviewer	Utility Company
Employer Interviewer	Utility Company	Employment Interviewer	Employment Agency

*Indicates that the woman remained at the company for which she interned.

SELF-ASSESSMENT OF CURRENT SKILLS AND KNOWLEDGE

Directions: Please evaluate your current competence in each of the designated areas, as well as the degree to which you achieved the level of competency or knowledge as a result of your participation in the Women's Management Development Project training seminars. For each item, circle the number under the appropriate heading.

EXAMPLE:

		None	Little	Some	Great Deal	A Very Great Deal
1. Knowledge of the principles of business writing	Current competence	1	2	3	4	5
	Achieved from training	1	2	3	4	5

Explanation: The first circled 4 means that you now have a great deal of knowledge about business writing.

The second circled 4 means that you have gained a great deal of this knowledge from this training program. "Achieved from training" indicates how much of your current skill or knowledge you acquired from this training.

Questions

		None	Little	Some	Great Deal	A Very Great Deal
1. Knowledge of the major differences and similarities between not-for-profit and profit organizations	Current competence	1	2	3	4	5
	Achieved from training	1	2	3	4	5
2. Knowledge of the major goals and pressures operating in a profit system.	Current competence	1	2	3	4	5
	Achieved from training	1	2	3	4	5
3. Knowledge of the major problems and issues affecting women's participation in the U.S. labor force	Current competence	1	2	3	4	5
	Achieved from training	1	2	3	4	5
4. Knowledge of the various theoretical approaches to management (i.e., quantitative, behavioral, systems)	Current competence	1	2	3	4	5
	Achieved from training	1	2	3	4	5

SELF-ASSESSMENT OF CURRENT SKILLS AND KNOWLEDGE
(Continued)

Questions		None	Little	Some	Great Deal	A Ver Great Deal
5. Knowledge of the critical functions of management: planning, organizing, motivating, and controlling	Current competence	1	2	3	4	5
	Achieved from training	1	2	3	4	5
6. Skill in planning and organizing	Current competence	1	2	3	4	5
	Achieved from training	1	2	3	4	5
7. Knowledge of the basic theories of motivation (Maslow, Herzberg, McGregor, Likert)	Current competence	1	2	3	4	5
	Achieved from training	1	2	3	4	5
8. Skill in applying motivation theory to the work setting	Current competence	1	2	3	4	5
	Achieved from training	1	2	3	4	5
9. Knowledge of the principles and procedures of Management by Objectives (MBO)	Current competence	1	2	3	4	5
	Achieved from training	1	2	3	4	5
10. Skill in applying MBO principles and procedures	Current competence	1	2	3	4	5
	Achieved from training	1	2	3	4	5
11. Knowledge of the Managerial Grid System, its value, and its application	Current competence	1	2	3	4	5
	Achieved from training	1	2	3	4	5
12. Knowledge of leadership styles in management	Current competence	1	2	3	4	5
	Achieved from training	1	2	3	4	5
13. Knowledge of the sources of interpersonal conflict in organizations and methods of dealing with this conflict	Current competence	1	2	3	4	5
	Achieved from training	1	2	3	4	5

SELF-ASSESSMENT OF CURRENT SKILLS AND KNOWLEDGE
(Continued)

Questions		None	Little	Some	Great Deal	A Very Great Deal
14. Skill in handling problems between supervisors and subordinates	Current competence	1	2	3	4	5
	Achieved from training	1	2	3	4	5
15. Knowledge of the goals of team building and the conditions under which this technique is useful	Current competence	1	2	3	4	5
	Achieved from training	1	2	3	4	5
16. Knowledge of the difference between corporate strategic planning and corporate short-range or tactical planning	Current competence	1	2	3	4	5
	Achieved from training	1	2	3	4	5
17. Skill in applying the basics of business writing	Current competence	1	2	3	4	5
	Achieved from training	1	2	3	4	5
18. Knowledge of the principles of interviewing	Current competence	1	2	3	4	5
	Achieved from training	1	2	3	4	5
19. Skill in interviewing	Current competence	1	2	3	4	5
	Achieved from training	1	2	3	4	5
20. Skill in setting goals and determining priorities	Current competence	1	2	3	4	5
	Achieved from training	1	2	3	4	5
21. Knowledge of the principles of effective oral communication	Current competence	1	2	3	4	5
	Achieved from training	1	2	3	4	5
22. Skill in oral presentation	Current competence	1	2	3	4	5
	Achieved from training	1	2	3	4	5
23. Knowledge of the role and functions of budgeting and accounting in organizations	Current competence	1	2	3	4	5
	Achieved from training	1	2	3	4	5

SELF-ASSESSMENT OF CURRENT SKILLS AND KNOWLEDGE
(Continued)

24. What did you like most about this training? ______________________________

25. Which subject areas and sessions were most beneficial (helpful) to you? ______________________________

26. What comments would you make about how this training can be made more effective, useful, or interesting in the future?

WOMEN'S MANAGEMENT DEVELOPMENT PROJECT

AT GOUCHER COLLEGE

JOINT INTERNSHIP APPRAISAL FORM

Name of Interns____

Name of Company____

Title of Internship Position________________________________

Name of Supervisor______________________________________

ACCOUNTABILITIES

Comment in narrative form on the quality and quantity of work completed. Were objectives met? If so, were they met in a suitable time frame? Did the quality reflect the contribution of two people rather than one? Other comments?

PERFORMANCE

Comment on how well the interns functioned as a team. Was communication between them satisfactory? Was team communication with other company employees satisfactory? Did the interns coordinate the tasks and responsibilities of the position? Did they present a unified approach? Did they require increased supervision? Did there appear to be a logical, equal division of work? Any other comments?

POTENTIAL AS A TEAM

Comment on the ability of the interns to advance as a team within your company. Does the team have management potential? Is the team promotable within your company? If so, to what position? If no, is this the result of its performance or the company's evaluation of time sharing?

Overall Rating of Team

Outstanding Above Average Average Below Average

Employee's signature____Date_____________________

Employee's signature____Date_____________________

These signatures indicate that the employees have had the opportunity to read and discuss the appraisal. The signatures do not imply that the employees necessarily agree with the appraisal.

Supervisor's signature______________________________________Date_____________________

WOMEN'S MANAGEMENT DEVELOPMENT PROJECT

AT GOUCHER COLLEGE

INDIVIDUAL INTERNSHIP APPRAISAL FORM

Name of Interns____

Name of Company____

Title of Internship Position____________________________________

Name of Supervisor____

ACCOUNTABILITIES

What and how well employee performed

Review the duties and responsibilities outlined in her Position Profile and other project objectives, and comment on the following, if applicable:

a. Dependability, punctuality and attendance____________________

____

b. Initiation of a new activity requiring creativity and imagination________

____

c. Efficiency of work efforts, utilization of time_________________

____

d. Amount of output________________________________

____

e. Quality and depth of end products___________________________

____

f. Amount of supervision required versus the ability to work on her own_______

____

g. Concentration on one task versus multiple, varied tasks

h. Utilization of resources available--people, equipment, etc.

i. Gaining acceptance of ideas

SKILLS

How your employee applies her abilities

Consider skill areas that are relevant to the employee's assignments. Be sure to comment on circled skills; they are extremely important.

a. Objectives
Given the nature of her assignment, how well does she distinguish between major and minor, long- and short-range objectives; how well does she respond to challenge ?

b. Planning and Organizing
Whether her approaches are systematic and practical; whether her plans include alternatives; whether they reflect creativity

ⓒ. Executing and Administering
How well action is started and kept on schedule; the work pace she sets for herself; whether her decisions reflect good judgment ____________________

____

d. Control and Follow-through
How well she keeps herself and others informed on work progress; how well she evaluates results; to what extent she stresses improvement ____________________

____

e. Representing the Company
To what extent she presents a favorable picture of the company and its operation

____

____

f. Relationships with People
Manner of getting people to do things; effectiveness in motivating or stimulating people; whether she encourages their ideas; to what extent she helps them do better; how she relates to subordinates, associates, superiors and others

____

____

g. Communication
Ability to speak clearly and concisely before groups; participation in group discussion; ability to explain; ability to write clear and concise letters and reports; ability to communicate with time-shared partner________________________

____

h. Knowledge
Knowledge of markets, facilities, equipment, processes, products, her field; understanding of the essentials of business; knowledge of her department and the company____

____

MANAGEMENT

Potential and development plans

Consider the intern's potential for management, suggested career moves and other developmental steps. Comment on:

a. Strengths____

____

b. Weaknesses____

____

c. Suggestions for training or experience to improve needed skills________________

____

d. Results of discussions with employee, including employee's areas of interest

____

____

Overall Rating:

Outstanding Above Average Average Below Average

Employee's Signature_________________________________Date____________________

This signature indicates that the employee has had the opportunity to read and discuss the appraisal. The signature does not imply that the employee necessarily agrees with the appraisal.

Supervisor's signature________________________________Date____________________

11. Cost

Launching any new venture entails risks. Unless the project becomes established and self-supporting, initial financial outlays may not be recovered fully. In deciding to begin a program like the Women's Management Development Project, it is imperative that a sound, yet flexible long-range financial plan be worked out with the college or university sponsoring the program.

There are two distinct phases to such a project: (a) the 9 to 10 months of start-up time, when certain initial costs are incurred but no income is generated; and (b) the annual operating cycle, during which income from tuition can be expected to offset expenditures. General cost considerations are therefore discussed first, in terms of these two phases. A balance statement derived from the Goucher experience follows the discussion. Last, specific budget items are addressed.

Circumstances at other institutions will differ from those at Goucher. Salary scales vary throughout the country. Budgeted expenditures must be projected in terms of the types of resources the sponsoring college can make available to the program. Income from tuition, in turn, depends on local economic factors and on the type of applicants the project hopes to attract.

FINANCING START-UP COSTS

As outlined in Chapter 3, 9 to 10 months of start-up time are needed for project planning and for recruitment of staff, internship sponsors, and participants. At Goucher, the funding needed to finance this phase came from the Women's Educational Equity Act Program (WEEAP) grant awarded for the pilot project.

Although it is unlikely that government support could be obtained for a program that closely paralleled the Goucher project, outside financing might be sought from private foundations or from corporate sponsors. Foundation support may be the more practical approach for private colleges or universities. Before corporate support is sought, plans should be checked thoroughly and approved by college

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administrators to avoid any potential conflict with the institution's overall development and corporate fund-raising goals. For state colleges or universities, there may be fewer constraints in terms of possible funding sources.

The alternative to seeking outside support involves a short-term financial commitment on the part of the college. Once the program enters the annual operating cycle, it should be possible to offset a $27,000 initial investment over a 3- to 5-year period through income from tuition. Please see the balance statement on page 124.

PROJECTING ANNUAL OPERATING EXPENDITURES AND INCOME

EXPENDITURES

Annual operating expenditures may be figured at approximately 145 percent of start-up costs. Such a calculation allows for an equal trade-off (on a 12-month basis) between (a) one-time initial expenditures for office equipment and supplies during the start-up period and (b) the additional expenses for course instruction and materials during the normal annual cycle. It also assumes that the project will not be charged for space and utilities until it begins to generate income from tuition and that major budget items such as salaries will not change significantly.

TUITION

Tuition for such a program may be determined very simply by dividing the annual operating expenses by the expected number of participants to achieve a break-even budget. This approach assumes that no surplus income would be needed to repay the college for its initial investment; if outside support is not obtained to cover start-up costs, the tuition calculation must be adjusted upward to allow for repayment of start-up costs over a 3- to 5-year period, as suggested above.

Based on the Goucher experience, a class size of twenty to twenty-five participants seems optimal. Any increase would require a larger staff and necessitate dividing the class into two sections for the training course and support-group sessions.

SCHOLARSHIPS

For the individual participant, tuition costs should be more than offset by her income during the internship and by her improved employment prospects as a result of completing the program. Nevertheless, tuition of $1,600 to $2,000 may be beyond the means of some qualified applicants, and provision should be made for such cases. Many colleges have private discretionary scholarship funds that can be used for noncredit programs. Alternatively, women in some states may be eligible for low-interest, federally insured loans through the Guaranteed Student Loan Program. Repayment is deferred until 1 year after completion of the program, and the interest rate, as of this writing, is 7 percent. Since each state decides whether to extend participation in this nationwide program to noncredit study, women in many states (Maryland included) may not be eligible.

BALANCE STATEMENT

The itemized balance statement that follows is based on the Goucher experience. It is designed to offer a general outline of the financial picture for such a program during both start-up and normal annual phases. In fact, the WEEAP grant awarded to the pilot project made it unnecessary to charge tuition during the first year. However, the terms of the grant necessitated significant additional expenditures for such items as outside evaluation and preparation of the manual and course syllabus. Since these special circumstances are not likely to affect comparable projects, they are not reflected in the balance statement.

BALANCE STATEMENT

	Expenditure	Income	Profit (Loss)
November through August Start-up Period			
Salaries and Fringe Benefits:			
Staff (and project secretary)	$22,000		
General Office Expenditures:			
Major office equipment (typewriter)	600		
Office supplies and materials	2,000		
Travel	250		
Postage (bulk mail and correspondence)	200		
Space and Utilities:			
Telephone (long-distance calls)	50		
Promotion:			
Employer and recruitment brochures	2,000		
	$27,100		($27,100)*
September through August Annual Operating Cycle			
Tuition (24 participants at $2,000 each)		$48,000*	
Salaries and Fringe Benefits:			
Staff (and project secretary)	$30,000		
Course instruction	2,500		
General Office Expenditures:			
Office supplies and materials	1,200		
Travel	250		
Postage (bulk mail and correspondence)	300		
Course materials (books, duplication, audiovisual)	1,100		
Space and Utilities:			
Office, classroom, and meeting room	2,000		
Telephone (long-distance calls)	100		
Promotion:			
Recruitment brochure	1,750		
	$39,200	$48,000	8,800
			($18,300)

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*Given expenditures as outlined in the balance statement, tuition of $1,635 could be charged for a break-even annual budget if the $27,100 start-up deficit were covered by outside support.

SALARIES AND FRINGE BENEFITS

Salaries constitute the largest single item in the WMDP budget. The staff figures allow for either a time-shared or a full-time directorship and a project secretary. The salary for the project director should be tied to the college's administrative scale for comparable positions, while the project secretary should be paid at a rate similar to that for other departmental secretaries or administrative assistants.

Savings in this item might be realized if one of the alternative staffing options (outlined in Chapter 3) were selected. These involve utilizing a faculty member on one-semester release time for project direction, reassignment of on-line career development personnel, or joint project sponsorship with a women's organization in the community.

The amount allocated for course instruction presupposes paying one part-time training specialist as the primary instructor and two mini-course instructors. It is recommended that the primary instructor be paid at the prevailing rate for such a course and that mini-course instructors receive the school's established fee for such intensive, specialized teaching. It is usually not necessary to reimburse guest lecturers; however, during the pilot project, outside experts and panelists were given the college's usual honorarium.

GENERAL OFFICE EXPENDITURES

Budget allocations for office equipment and supplies depend very much on what resources can be made available by the college. At Goucher, office furniture was provided, and a typewriter was the only major piece of office equipment purchased specifically for the project. The program utilizes central campus duplication, copying, and audio-visual equipment available to all departments at cost. Required textbooks were purchased by the women. Other training materials were provided to participants without charge.

SPACE AND UTILITIES

During the start-up period, utilities and office, classroom, screening, and meeting-room space were furnished to the pilot project free of charge; the project now pays for these items. Telephone installation and services are provided, and the project pays only for long-distance calls. On-campus parking is available to WMDP class members and staff without charge.

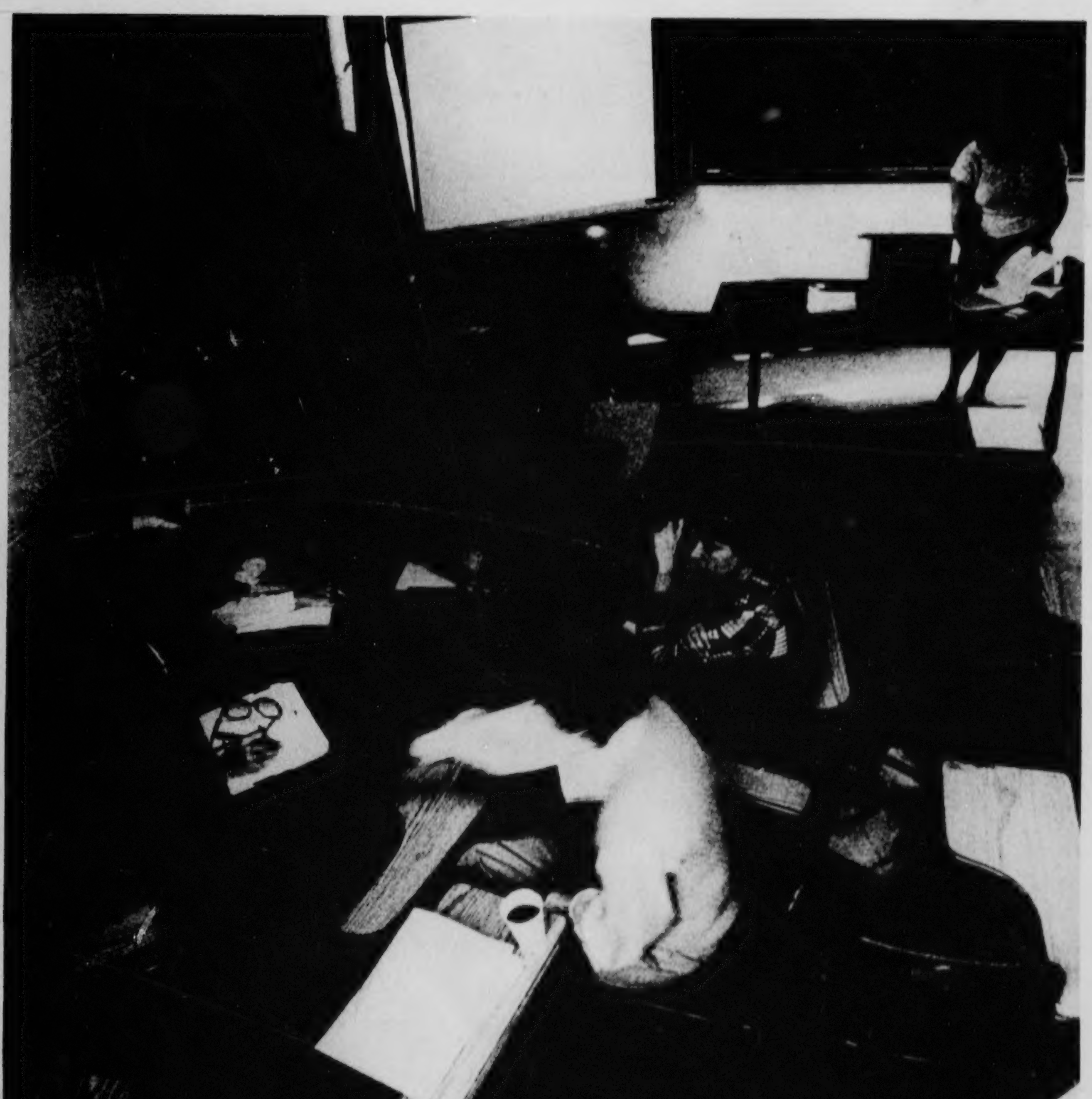
PROMOTION

Major promotional expenses at Goucher have been for the design and printing of the employer and recruitment brochures and for newspaper advertising. Since the college does not have its own publications office, it was necessary to engage a professional designer for these efforts. Brochures and advertisements prepared by an internal publications office might be considerably less expensive. The college's public relations director assisted the project staff in preparing press releases and in planning the overall public relations campaign, but the directors were responsible for carrying out all promotional efforts.

APPENDIX

WOMEN IN MANAGEMENT DEVELOPMENT PROJECT:

A COURSE SYLLABUS



INTRODUCTION

The Principles and Practice of Management course is a 6-month (23-week) training course designed to furnish an overview of management theory and organizational behavior as well as experiential activities that give women an opportunity to practice management skills. Its purpose is to train women who are out of the work force to perform competently in the professional internships to which they are assigned as part of a 1-year Women's Management Development Project.

The Women's Management Development Project, initiated at Goucher College in 1977, addresses the professional career aspirations of such women through an innovative program that combines specialized management training with paid internships in private business and industry. Although the program has been tried only at Goucher, its design seems flexible enough to be adapted elsewhere. The program's intended audience--college-educated women out of the work force--is by no means restricted to the Baltimore area, and Goucher has no monopoly on the kinds of resources needed for such a venture.

Emphasis in the course is placed on offering students a theoretical framework to enhance their knowledge and on giving them the self-confidence to practice management skills in a business setting. Thus, self-exploration and individual growth are considered as important as the acquisition of technical skills and knowledge.

The course--and the syllabus--is divided into three major components: Theory and Principles, Mini-Courses, and Experiential Activities. At Goucher, classes are held Mondays, Wednesdays, and Fridays from 9:30 a.m. to noon between mid-September and the end of February, when the 3-month internships begin. Monday classes are devoted to the theoretical core of the course, Wednesday sessions to special topics covered in mini-courses, and Fridays to experiential activities. A data-processing mini-course is held one afternoon a week for 10 weeks.

At Goucher, a part-time management training specialist is hired to teach the Theory and Principles component of the course. Guest speakers and outside experts are used for the Mini-Courses. A project director conducts the Experiential Activities.

The textbook for the Theory and Principles segment of the course is Hersey and Blanchard, Management of Organizational Behavior: Utilizing Human Resources, 3d ed.* Supplementary materials developed especially for this course are reprinted in the syllabus; published materials are listed in the bibliography at the end of the syllabus. In addition, the participants are required to read a weekly business publication such as the Wall Street Journal, Business Week, Fortune, or U.S. News & World Report.

Participants are expected to attend all classes and to complete assignments on time. An effort is made to achieve balance in assignments made for the Theory and Principles and the Mini-Courses segments of the course; the Experiential Activities segment, which involves the practical application of material covered in the other two components of the course, rarely involves outside preparation.

No formal grading system is used at Goucher, although the women's performance is monitored regularly and rated satisfactory or unsatisfactory. Participants are required to keep a weekly journal of their personal reactions to the course, their fellow students, and changes within themselves. The journals, which are reviewed by project directors once a month, can provide insights into individual growth and into potential problems that otherwise might not be recognized.

The chart on pages 132-133 shows how the three major components of the course are interrelated. Note that classes devoted to business communication and assertiveness are placed early in the course so that the women can practice these basic skills throughout the training period. Career exploration is given similar priority to encourage participants to combine self-exploration with practical skill building.

Midway through the course, independent projects designed by each participant's internship sponsor are assigned. Some projects entail an overall survey of the relevant industry; others relate specifically to the kind of work the intern will perform. Reports of independent research are presented at the end of the course (see weeks 21, 22, and 23 under Mini-Courses), both in written form and orally to the class.

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*See the bibliography.

This course syllabus is meant to be used in conjunction with the project guide, Women's Management Development Project: A Guide to Professional Reentry for Women. The syllabus worked at one institution and should be used as a general guide, rather than a step-by-step, how-to approach.

PRINCIPLES AND PRACTICE OF MANAGEMENT

Week	Theory and Principles	Mini-Courses	Experiential Activities
1	Introduction	Dress for Success	Wilderness Survival: A Consensus-Seeking Task
2	Responsibilities and Challenges of Management	Career Exploration I	Assertiveness Workshop I
3	Changing from Nonprofit to Profit Systems	Career Exploration II	Assertiveness Workshop II
4	Business Communication Skills--Written	Career Exploration III	Assertiveness Workshop III
5	Business Communication Skills--Written	Job Skills Panel	Assertiveness Workshop IV
6	Business Communication Skills--Oral	Career Exploration IV	Assertiveness Workshop V
7	Business Communication Skills--Oral	Equal Employment Opportunity I	Field Trip I
8	The Changing Work Force	Equal Employment Opportunity II	Equal Employment Opportunity Case Studies
9	Motivation Theories--Maslow, Herzberg	(Holiday)	(Holiday)
10	Motivation Theories--MacGregor, Likert	Principles of Sales	Role Functions in Groups, I
11	Leadership Styles in Management	Women in Management Panel: How Do I Get There?	Role Functions in Groups, II
12	Managerial Grid	Office Procedures	Working with Peers

PRINCIPLES AND PRACTICE OF MANAGEMENT
(Continued)

Week	Theory and Principles	Mini-Courses	Experiential Activities
13	Situational Leadership	Women in Management Panel: How to Succeed	Field Trip I
14	Management by Objectives	Business and Finance I: Accounting	Working with Supervisors/ Subordinates
15	Team Building	Business and Finance II: Controls and Accounting Systems	Handling Employee-Relations Problems
16	Power and Conflict in Organizations	Business and Finance III: Cost Analyses and Pricing Policy	Analyzing Performance Problems
17	Phases in Creative Leadership	Business and Finance IV: Budgets	Team Building
18	Corporate Strategic Planning	Stress Management	Role Functions in Groups, III
19	Creative Problem-Solving	Career Exploration V	Role Functions in Groups, IV
20	Supervisory-Relations Training	Career Exploration VI	Sherlock: An Inference Activity
21	Organizational Development and Case Studies	Oral Presentations of Independent Projects	Negotiating for Money
22	Case Study	Oral Presentations of Independent Projects	Course Evaluation
23	Starting a Job	Oral Presentations of Independent Projects	Wrap-up

WEEK 1: THEORY AND PRINCIPLES

INTRODUCTION

Objectives: to get to know each participant in the program

to review expectations and course requirements

to identify a basic learning theory and to stress the importance of participation and attendance

Outline:

Welcome

1. Introduce project staff
2. Group exercise: divide group into pairs, having each woman introduce her partner and tell a strength and a weakness
3. Group reactions to introductions

Expectations and Course Requirements

1. Review schedule and set dress and attendance standards
2. Discuss participation and evaluation
3. Review learning theory
    - People learn by involvement and participation
    - People need support and information

Assignment: Next week bring a list of your jobs (paid and volunteer) and the skills used in each. Indicate rewards and evaluation procedures.

WEEK 2: THEORY AND PRINCIPLES

RESPONSIBILITIES AND CHALLENGES OF MANAGEMENT

Objectives: to clarify definitions of management--what it is and is not

to see some of the historical influences on the field of management

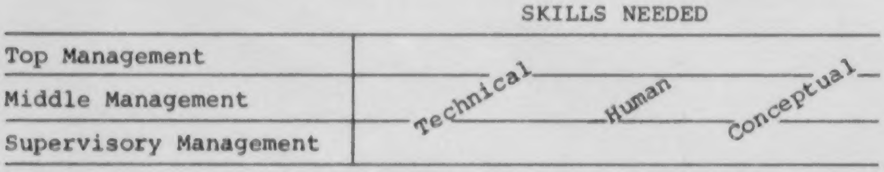
to focus on specific skills a manager needs

Outline:

What Is Management?
1. Management is working with and through individuals and groups to accomplish organizational goals
2. Management applies to business, educational institutions, hospitals, political organizations, and families
3. Management is a special kind of leadership that focuses on reaching organizational goals

History of Management Theory
1. Many theories, beginning with Henri Fayol in 1916
2. Quantitative approach: employs mathematical models and is used for decision making
3. Behavioral approach: emphasis is on human relations and later includes organizational development
4. Systems approach: unifies parts of both other approaches

Management Skills
1. Technical skill: ability to use knowledge and skill to perform specific tasks required on the job
2. Human skill: ability to work with people and to motivate others
3. Conceptual skill: ability to understand overall organization



4. Central functions of management: planning, organizing, motivating, and controlling

Assignment: Read Chapter 1 of the Hersey and Blanchard text.* Write a 2-page paper on "What Is Management?"

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*See the bibliography.

WEEK 3: THEORY AND PRINCIPLES

CHANGING FROM NONPROFIT TO PROFIT SYSTEMS

Objectives: to explore the differences and similarities between the two systems

to identify what students have learned in their systems and what they feel they still need to learn

to understand the variety of goals and pressures operating in a profit system

Outline:

Looking at Voluntarism

1. Its goals and positive and negative influences
2. Have students share experiences and knowledge from the systems in which they have worked and relate these to management, motivation, and accountability

Assessment of Management Training Needs

1. Rate on a scale of 1 to 10 students' present levels of understanding and skills, using a list of thirty-four management skills
2. Plot students' scores on a master class chart to see what skills students feel confident in and what skills they feel lacking in

Model of a Profit System

1. Multiple goals
   - Central: Profit
   - Secondary: technical innovation, commercial and public image, growth, sharing social responsibilities, organizational flexibility, employee satisfaction, responsiveness to change, planning for the future
2. Environmental forces that affect business and its goals: economic, demographic, political, educational, competitive, social, management, technological, and legal

Assignment: None

WEEK 4: THEORY AND PRINCIPLES

BUSINESS COMMUNICATION SKILLS--WRITTEN

Objectives: to develop a basis for understanding the difference between business writing and other types of writing

to gain the knowledge to write a memo, report, and/or factual letter

Outline:

Basics of Business Writing

1. Use clear, familiar words
2. Keep most sentences short and simple
3. Prefer active to passive verbs
4. Use a conversational style rather than heavy academic prose
5. Be specific about people, places, and things
6. Gather all the information before writing
7. Use an inverted-pyramid structure in writing, telling the most important thing first, and then supporting it
8. Use headings to help the reader organize your ideas
9. Be as brief as possible, without leaving out important information

Use the Gunning Fog Index* to Check Writing for Readability

Assignment: Find an example of poor writing and revise it, following the principles learned. Bring both examples to class, with the Gunning Fog Index.

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*See the bibliography.

WEEK 5: THEORY AND PRINCIPLES

BUSINESS COMMUNICATION SKILLS--WRITTEN

Objectives: to give and receive feedback on written-communication assignment

to review methods of organization and of getting started

Outline:

Critique
1. Break into small groups of four students each
2. Within each group, students' writing samples should be reviewed by the other three students--for clarity, conciseness, and readability

Organizational Hints
1. To get started, write down all relevant information randomly on scrap paper, organize it, and then write the first paragraph, summarizing the content of the information
2. In memoranda, use headings to indicate To, From, Subject, and Date
3. Tell the reader everything she or he needs to know about the subject of the memo; do not rely on the reader to remember important facts
4. Always review and edit your work and/or ask someone else to do so
5. Organize with the reader in mind; the writer is responsible for communicating with the reader

Assignment: Write a 1- to 2-page report on any subject; outline, use headings, and include a bibliography.

WEEK 6: THEORY AND PRINCIPLES

BUSINESS COMMUNICATION SKILLS--ORAL

Objectives: to introduce the principles of effective oral communication

to develop skill in making oral presentations and in dealing with problems

Outline:

In small groups, develop guidelines for good oral presentations

1. Introduction, body, conclusion
2. Appropriate voice, eye contact, gestures
3. Aptness of topic, clarity of description, use of examples, knowledge of subject

Oral-communication skills

1. How to analyze the audience
2. How to use visual aids
3. How to handle questions and answers
4. How to deal with problems related to oral presentations

Assignment: For next week, prepare a 3-minute talk on a subject of your choice. Use visual aids and be prepared to answer questions from the audience.

WEEK 7: THEORY AND PRINCIPLES

BUSINESS COMMUNICATION SKILLS--ORAL

Objectives: to apply oral-communication skills by giving a talk to a group of classmates

to evaluate each student's progress and problem areas

Outline:

Oral Presentations

1. Break into three or four small groups
2. Members of each group in turn give their 3-minute presentations and answer questions

Group Feedback on Presentations

1. Organization
2. Interest and content
3. Delivery and techniques
4. Use of visual aids
5. Summary
6. Handling of questions

Guidelines for Further Development of Oral-Communication Skills

Assignment: Using newspapers and magazines, gather articles and information about the changing work force, particularly women's issues.

WEEK 8: THEORY AND PRINCIPLES

THE CHANGING WORK FORCE

Objectives: to gain an understanding of how the work force is changing

to identify and begin to solve problems specific to women in the work force

Outline:

The Changing Work Force

1. Is the work ethic going out of style?
   - More executives are retiring in their fifties
   - Young adults have little interest in routine jobs
   - Workers want more job satisfaction, e.g., to set their own hours, see end products, organize their own work, experience growth
2. Make-up of work force
   - More women now, most of them in low-paying jobs
   - More minorities, most in low-paying jobs
   - Most women and minorities are better educated than others in similar jobs
   - Goals are different

Women in the Work Force

1. Who, Where, and Why
   - All kinds of women--at least 40 percent of the work force
   - Most women work for both economic and personal reasons
   - More women hold repetitive, monotonous jobs and are paid less money than their male counterparts
   - Identify work settings using present work-force charts
2. Truths about women and work
   - Many women work out of economic necessity
   - Boring jobs are equally unattractive to both sexes
   - The lack of opportunities for promotion has conditioned women to expect less

Assignment: Analyze problems you personally face in working: children and day care, transportation, self-image, husband's and friends' expectations, etc. Prepare a brief written summary of your insights and reactions.

WEEK 9: THEORY AND PRINCIPLES

MOTIVATION THEORIES--MASLOW, HERZBERG*

__Objectives:__ to understand the basic theories of Maslow and Herzberg

to apply the theories to work settings

to apply the theories to the women's own situations

__Outline:__

Maslow's Theories
1. Based on satisfaction of needs
2. Hierarchy of needs: physiological, safety, social, esteem, self-actualization
3. Apply each step to a work setting and show how that need can motivate people in a specific situation

Herzberg's Theories
1. Satisfiers: achievement, recognition, nature of task, responsibility, advancement (all relate to the job itself)
2. Dissatisfiers: company's policy, practices, administration, type of supervision, working conditions, salary (all job context)
3. Summary
   - Satisfiers are those factors that make people happy on a job
   - Dissatisfiers are those factors that most often make people unhappy on the job
   - Different factors constitute the two types

Class Discussion
1. Apply Maslow's and Herzberg's theories to actual job situations by describing a situation and having students identify what motivators are involved
2. Look at the desired change and try to decide what to alter in the system to produce the desired change in the employee

__Assignment:__ Read Chapter 2 of the Hersey and Blanchard text.*
In a 2-page paper, respond to Maslow's theories, based on personal experiences.

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*See the bibliography, Hersey and Blanchard.

WEEK 10: THEORY AND PRINCIPLES

MOTIVATION THEORIES--MACGREGOR, LIKERT*

Objectives: to understand Theory X and Theory Y organizations

to develop an awareness of Likert's Four Systems

to see the relationship between the two theories

Outline:

MacGregor's Theory

1. Theory X organizations: based on the assumptions that people are lazy, are not motivated, and need high control
2. Theory Y organizations: based on the assumptions that people are basically good, will expend energy for organizational goals, and need involvement for growth
3. Look at the advantages of each theory and discuss how one can tell the difference

Relate MacGregor's Theory to Likert's Four Systems

1. Likert's ideas are based on the importance of the human resources to an organization (both human resources and capital assets require proper management)
2. Likert's theory may be viewed as a means of helping Theory X organizations become Theory Y organizations
3. Likert's system is used by organizations to help in setting goals and in implementing them

Four Systems

1. System 1 is a task-oriented, highly structured, authoritarian management style
2. Systems 2 and 3 are intermediate stages between Systems 1 and 4
3. System 4 is a relationships-oriented management style based on teamwork

Assignment: Read Chapter 3 of the Hersey and Blanchard text.*

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*See the bibliography, Hersey and Blanchard.

WEEK 11: THEORY AND PRINCIPLES

LEADERSHIP STYLES IN MANAGEMENT

Objectives: to define what is meant by leadership style

to examine several style options and to understand the appropriateness of each under a variety of circumstances

to be able to understand what factors are important to each type of leader

Outline

Leadership Styles Are Classified on the Basis of Behavior

Three Basic Leadership Styles
1. The autocratic leader assumes all responsibility for leadership and decision making; may feel that she or he is the only one competent
2. The participative leader gets involved, leads by consultation, seeks out others' thoughts and opinions on many decisions, still takes responsibility for the decision, but is supportive of subordinates
3. The free-rein leader delegates authority for decision making to the subordinates, sets a few ground rules, and has little contact with others

Choosing a Style Involves Weighing Factors
1. In the organization
2. In the leader-manager
3. In subordinates
4. In the task

Assignment: Read Chapter 4 of the Hersey and Blanchard text.*

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*See the bibliography.

WEEK 12: THEORY AND PRINCIPLES

MANAGERIAL GRID

Objectives: to investigate the Managerial Grid system of Blake and Mouton[1]

to observe its application in one business setting

to "test" the students' personal managerial styles and apply this knowledge to working with others

Outline:

What Is the Managerial Grid System?

1. The Managerial Grid is a system of looking at management style as an important asset in improving an organization
2. The system is based on five theories of management and many combinations thereof
    - 1.9 = giving thoughtful attention to people's needs for satisfying relationships leads to a comfortable, friendly organization
    - 1.1 = exertion of minimum effort to get the required work done is appropriate to sustain organizational membership
    - 5.5 = adequate organizational performance is possible through balancing the necessity to get out work while maintaining people's morale
    - 9.1 = efficiency in operations results from arranging conditions of work in such a way that human elements interfere to a minimum degree
    - 9.9 = work is accomplished by committed people; interdependence leads to a relationship of trust and respect

Group Activities

1. Administer the Managerial Grid quiz and have each student plot answers to determine her style
2. In a discussion group, apply what each student has learned about herself and about working with others

Assignment: Read pages 95-99 of the Hersey and Blanchard text, and read Chapters 1-7 of Blake and Mouton, The Managerial Grid.[2]

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[1] Materials for this session can be obtained from Scientific Methods, Inc., Box 195, Austin, Texas 78767.

[2] See the bibliography.

WEEK 13:

THEORY AND PRINCIPLES

SITUATIONAL LEADERSHIP

Objectives: to understand a model that can help leaders become more effective

to evaluate the behavior and needs of work groups

to decide when and how leaders can adjust their styles

Outline:

The Situational Leadership Model

1. The model helps leaders evaluate group behavior and choose the most appropriate response based on
    - The amounts of direction (D) and structure (S) and/or the amounts of personal encouragement, support, and recognition a leader must provide
    - The level of "development" apparent in the followers' behavior (1, 2, 3, etc.)
2. A group that is functioning at a D-1 level needs an S-1 level of leadership
3. As the level of development increases, the leader
    - Increases the amount of relationship behavior
    - Reduces the amount of direction and structure provided

Situational Leadership Styles Assessment

1. Assess individuals' choices
2. Review effective and ineffective indicators
3. Consequences of each style

Assignment: Read Chapters 6-9 of the Hersey and Blanchard text.*

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*See the bibliography.

WEEK 14: THEORY AND PRINCIPLES

MANAGEMENT BY OBJECTIVES

Objectives: to gain an understanding of Management by Objectives (MBO)

to apply its principles to an organization of which the students are members

Outline:

MBO--What Is It?

1. A managerial approach in which a manager
   - Defines key areas of responsibility
   - Sets key objectives
   - Establishes standards for good and bad performance
   - Determines how she or he would like to be measured
   - Reviews the above with his or her boss and gets agreement
   - Holds periodic review meetings
   - Measures results against standards set
2. A process that supplements other managerial practices

The MBO Process

1. Set organizational objectives
2. Set team objectives
3. Set individual objectives

Assignment: Read pages 127-129 of the Hersey and Blanchard text.* In a 2-page paper, try to apply MBO principles to a group of which you are a member.

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*See the bibliography.

WEEK 15: THEORY AND PRINCIPLES

TEAM BUILDING

Objectives: to be able to identify the goals of team building
to begin to know when to use team building
to identify some team-building exercises

Outline:

Definition and Goals of Team Building
1. Team building entails a specific group of interventions used in developing problem-solving abilities among team members
2. The goal of this approach is to develop a more cohesive, mutually supportive, and trusting group that will have high expectations for task accomplishment

Use Team Building Exercises When You Want
1. Clear understanding of members' roles
2. Clear understanding of team's mission and function
3. Increased communication among team members
4. Greater support among members
5. Clearer understanding of group process
6. Effective ways of working through problems
7. Ability to use conflict in a positive way
8. Increased collaboration among team members
9. Enhanced capabilities for working well with other groups
10. A sense of interdependence among group members

Identify Team-Building Exercises
1. As a class, discuss team-building exercises already experienced and identify the purposes for which they were intended
2. When might each be used again?

Assignment: None

WEEK 16: THEORY AND PRINCIPLES

POWER AND CONFLICT IN ORGANIZATIONS

Objectives: to gain a basic understanding of some of the sources of conflict in organizations

to develop alternative options for dealing with conflict

Outline:

Sources of Interpersonal Conflict in Organizations

1. Three general categories
   - Individual differences: personality and philosophy
   - Perceptual differences: the tendency to classify events as supportive or threatening and, therefore, for two people's perceptions to vary (misunderstanding and faulty communication are often sources of perception problems)
   - Organizational and functional differences: often conflict is encouraged by the actions, constraints, reward systems, and demands of the organization and by the functions of a worker (functional differences are often based on competition among workers)

Dealing with Conflict

1. Goal: to release energy so that it can be used creatively again
2. Steps in dealing with conflict
   - Attempt to identify the causes of conflict and the feelings of conflicting parties
   - Provide a means for redirecting tensions and hostilities
   - Achieve an integration of ideas from the conflict rather than a compromise solution
3. Achieve a meeting of the minds so cooperation can begin
4. Develop solutions that are real and can be supported

Assignment: None

WEEK 17: THEORY AND PRINCIPLES

PHASES IN CREATIVE LEADERSHIP

Objectives: to introduce a model for creative leadership

to understand the cyclical nature of leadership

to acquire skills in each of eight stages

Outline:

Introduce Phases Concept
1. Why a model
2. It is a cycle that is entered at any point

Phases in Creative Leadership
1. Assessment: gathering all relevant information
2. Formulation: accurately identifying the problem and placing it in its broadest category
3. Transformation: restating the problem in as many ways as possible
4. Goal setting: identifying changes that are undesirable
5. Planning and organizing: narrowing down to a single change to be made
6. Evaluation and control: establishing criteria and methods for measuring progress
7. Implementation: putting plans into effect
8. Reassessment: evaluating data against original goal

Assignment: None

WEEK 18: THEORY AND PRINCIPLES

CORPORATE STRATEGIC PLANNING

Objectives: to understand corporate strategic planning
to compare it to short-range planning
to recognize the factors in the planning process

Outline:

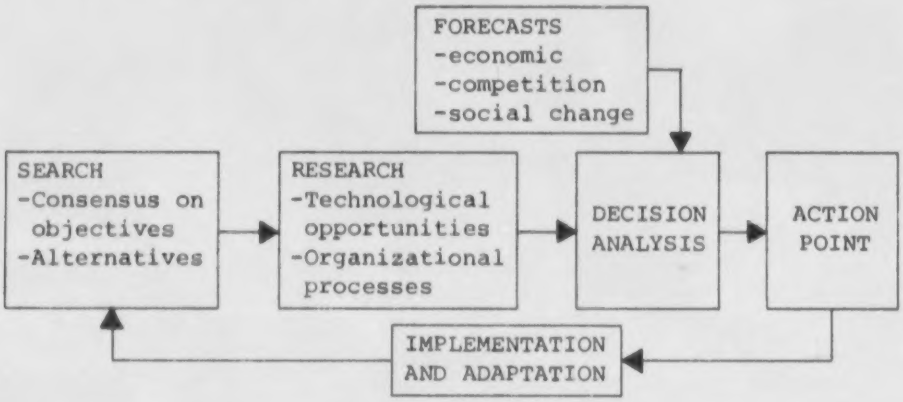
The Corporate Strategic-Planning Process

1. Corporate strategic planning involves anticipatory decision making; it is not a collection of forecasts
2. Strategic planning differs from short-range tactical planning in that goal formulation is an integral part of strategic planning (the scope is broader and the effects are usually longer range)
3. It is helpful if strategic and tactical planning are interdependent
4. Corporate strategic planning encompasses both development planning and planning for future operations

Strategic Planning Differs from Other Long-Range Planning

1. The emphasis is on the process of planning rather than on the results; this emphasis produces involvement and commitment
2. The emphasis is on the "research-oriented" nature of planning
3. The emphasis is on the continuous, adaptive nature of planning

Model of the Strategic-Planning Process:


FORECASTS
-economic
-competition
-social change
SEARCH
-Consensus on objectives
-Alternatives
RESEARCH
-Technological opportunities
-Organizational processes
DECISION ANALYSIS
ACTION POINT
IMPLEMENTATION AND ADAPTATION

Assignment: None

WEEK 19: THEORY AND PRINCIPLES

CREATIVE PROBLEM-SOLVING

Objectives: to identify a problem-solving model

to use the model to define a problem clearly

to implement the steps in a client relationship

Outline:

Steps in the Creative Problem-Solving Process

1. Problem statement and analysis
   - Write client's statement of problem
   - Ask information-seeking questions
2. Purge: eliminate "old" ideas
3. Problem restatements
   - Client restates problem
   - Clarify and elaborate restatements
4. Idea generation
   - Client selects a problem restatement
   - Generate ideas to solve
5. Itemize responses
   - Client chooses an idea to pursue
   - Group generates ideas to solve
6. Possible solutions
   - Must be new; feasible
   - Must be ones for which client knows steps to implementation
7. Client selects one solution to try

Assignment: None

WEEK 20: THEORY AND PRINCIPLES

SUPERVISORY-RELATIONS TRAINING

Objectives: to develop skill in handling problems between supervisor and subordinate

to learn a basic relational style to transfer to other business situations

Outline:

Supervisory-Relations Training

1. A system in which a supervisor learns the principles of relating successfully to subordinates in order to solve problems
2. Results in more satisfactory relationships and better task performance

Potential Problem Areas

1. Encouraging the average employee
2. Reducing absenteeism
3. Improving work quality
4. Improving work quantity
5. Reducing resistance to a new supervisor
6. Handling discrimination complaints
7. Using alternative approaches when the first approach does not work

Steps in Confronting Problems

1. Have the class list steps in confronting potential problems
2. Role play specific examples of each situation, allowing members to alternate in playing supervisor and subordinate

Assignment: Read Chapter 10 of the Hersey and Blanchard text.*

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*See the bibliography.

WEEK 21: THEORY AND PRINCIPLES

ORGANIZATIONAL DEVELOPMENT AND CASE STUDIES

Objectives: to understand Organizational Development (OD)
to review specific OD strategies
to explore some of the limitations of OD

Outlines:

Goals, Purpose, Focus

1. OD attempts to integrate organizational goals with the individual members' needs for growth
2. Its purpose is to design a more effective and fully functioning organization
3. The focus is on groups and on changing relationships among individuals

Specific OD Interventions

1. Organizational
   - Job enrichment
   - Management by Objectives
   - Role-analysis techniques
   - Attitude surveys and feedback
   - Interface problem-solving meeting
   - Team building
2. Educational techniques
   - Interpersonal skills and group process
   - Encounter groups
3. Therapeutic
   - Personal-growth labs
   - Group psychotherapy

Limitations of OD

1. Applicable only as a long-term project
2. Most effective if it involves most of the organization, especially the leadership
3. Requires Theory Y-type motivation and assumptions to be workable

Use Case Studies to Apply OD Techniques in Small Groups

Assignment: Read "Kate Berrere" (pages 141-202) in the Institute for Case Development and Research, Cases on Women in Management.*

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*See the bibliography.

WEEK 22: THEORY AND PRINCIPLES

CASE STUDY

Objective: to analyze a case study of a woman in management

Outline:

Write an Analysis of the "Kate Berrere" Case* According to the Following Points

1. History as number two person
2. Patterns of behavior
3. Decision to take the presidency

Discuss Each Area of Analysis

Assignment: None

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*See week 21's assignment.

WEEK 23: THEORY AND PRINCIPLES

STARTING A JOB

Objectives: to focus on ways of applying classroom learning to the job

to develop a means of continuing the learning process on the job

to explore practical ways of adjusting to a new job

Outline:

Group Discussion

1. In small groups, have students share some of their greatest anxieties about starting the internships
2. As a group, have students list and discuss anxieties

Summary

1. Take yourself seriously--with needs, abilities, etc.
2. Form supportive relationships
3. Handling sexism on the job
4. Costs of a career--and payoffs
5. What to do when you feel like giving up

Assignment: None

WEEK 1:

MINI-COURSES

DRESS FOR SUCCESS

Objective: to establish guidelines for appropriate business attire

Speaker: Fashion consultant to national businesses

It is helpful to have an outside expert talk on the importance of appearance to job success. The fashion consultant can advise participants tactfully and objectively about correcting appearance problems. The need for dressing in a tailored manner should be stressed; for example, women are advised to wear either a blazer/jacket or something that resembles a jacket, such as a belted sweater.

Assignment: None

WEEK 2:

MINI-COURSES

CAREER EXPLORATION I

Objectives: to review aims of the program and to outline ways in which it can assist participants in making career choices

to differentiate between job and career

to outline three different ways to prepare a resume

to introduce the Job Family Inventory as a way of expanding career perspectives

Instructor: Project director

Outline:

Career Choices

1. Emphasize individual's responsibility for her own career choice
2. Outline tools and approaches course will use to assist in making decisions
3. Ask for definitions of job and career
4. Define and summarize the Job Family Inventory as described in Jackson and Mayleas, The Hidden Job Market, pages 54-65.*

Discuss Characteristics of Three Types of Resume

1. Chronological
2. Functional
3. Combination

Discuss Format for Cover Letter

Assignment:

1. Bring four typed copies of your chronological resume. Clip from the newspaper an advertisement for a position for which you qualify and write a cover letter. Bring four copies of the letter to class.
2. Answer the following questions: (a) What skills are repeated most frequently? (b) Do they relate to people, data, or things? (c) What skills do you enjoy using the most?
3. Using the Job Family Inventory, select three job families that interest you and list twenty jobs.

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*See the bibliography.

WEEK 3: MINI-COURSES

CAREER EXPLORATION II

Objectives: to critique resumes and cover letters on format and content

to understand the purpose and technique of information interviewing

Instructor: Project director

Outline:

Resumes and Cover Letters

1. Divide group into trios
2. Have members of each group critique the resumes and cover letters of other group members
3. Exercise should take 20 to 30 minutes

Information Interviews

1. Purpose
   - Expand career horizons
   - Develop contacts
   - Increase self-confidence
2. Ways to get started
   - Call (best)
   - Walk in
   - Write
3. Ask class to suggest questions to ask in such interviews (encourage questions that focus on the career field, not on the individual's job)
4. Obtaining referrals to other people in the field

Distribute the two handouts, Personal Inventory to Prepare for an Employment Interview and Information Interview Summary (see pages 162-163).

Assignment:

1. Prepare for role playing a job interview next week by completing the Personal Inventory to Prepare for an Employment Interview.
2. Conduct one information interview by Week 6 and complete the Information Interview Summary.
3. Complete four additional information interviews within the next 6 weeks, completing an Information Interview Summary for each.

PERSONAL INVENTORY TO PREPARE FOR AN EMPLOYMENT INTERVIEW

List your personal strengths:

Identify your weaknesses:

What has been the most meaningful part of your training at Goucher?

What are your short-term professional goals?

What are your long-range professional goals (2-5 years, 10 years, life)?

TYPICAL QUESTIONS THAT WILL BE ASKED

Why are you interested in our organization?
How has your volunteer experience prepared you for this position?
What are your major weaknesses? Strengths?
Why did you participate in the Women's Management Development Project?
What are your salary expectations?
Where do you expect to be in 5 years? Or, what salary and position do you expect to hold in 5 years?
Why do you want to work on a time-shared schedule?

INFORMATION INTERVIEW SUMMARY

NAME____________________

Name of Person Interviewed____________________________________

Title ____________________________________

Company Name ____________________________________

Company Address ____________________________________

____

Phone Number ____________________________________

Date of Interview ____________________________________

Career Area Discussed ____________________________________

New learning that occurred (positive and/or negative)

Trends in the field

Name(s) of referrals

WEEK 4: MINI-COURSES

CAREER EXPLORATION III

Objectives: to describe standard interview format

to practice answering typical questions asked during a job interview

Instructor: Project director

Outline:

Format of Typical Interview
1. Introduction
2. Background
3. Career objectives
4. Close

Verbal and Nonverbal Cues that Affect Interviewer's Decision

Types of Questions Used
1. Open-ended
2. Closed
3. Probe

Role Playing the Job Interview
1. Divide the group into pairs
2. Videotape 3- to 5-minute job interviews
3. Focus on the most troublesome questions, for
    - What are your career goals?
    - Why do you want to change careers?

Assignment: None

WEEK 5: MINI-COURSES

JOB SKILLS PANEL

Objectives: to discuss skills needed in four different career areas

to learn how women in these fields have gained the necessary training and experience

Panelists: Four women working in the fields of marketing, personnel, sales, and underwriting

(It is important to select panelists of varying ages, and it is preferable to select women who have children. Choose individuals who are not too advanced in their careers so that participants will be able to relate to them.)

Outline:

Panelists Describe Their Career Histories

Discussion Centers on the Following Questions
1. What skills are needed in your field?
2. How did you develop these skills?
3. Does one need an MBA?

Assignment: None

WEEK 6: MINI-COURSES

CAREER EXPLORATION IV

Objectives: to share reactions to the job skills panel

to discuss responses to the videotaping of participants' role playing of job interviews

to review results of information interviews

Instructor: Project director

Outline:

Discuss Reactions to Job Skills Panel

Analysis of Role Playing of Job Interviews

1. Review with participants errors or problems that occurred during the videotaped role playing (week 4)
2. Summarize areas where more work is needed

Information Interviews

1. Ask as many students as time allows to report on their information interviews
2. Focus on new learning that has resulted (positive and/or negative)

Assignment: Within the next month, complete the four additional information interviews assigned earlier (see week 3).

WEEKS 7
and 8

MINI-COURSES

EQUAL EMPLOYMENT OPPORTUNITY I & II

Objectives: to become familiar with the history of Equal Employment Opportunity (EEO) and affirmative action legislation and practices

to discuss ways companies deal with EEO problems

Speakers: Labor lawyer who represents management

Affirmative action officer for large manufacturer

Format: During the first class session and half of the second class session, the labor lawyer traces the history of EEO legislation, highlighting actions that can be taken by the employee.

During the remaining time, the affirmative action officer describes, using examples, how specific EEO problems are handled. The group discusses ways in which difficulties might have been resolved had the participants been involved as supervisors.

Assignment: None

WEEK 9:

MINI-COURSES

(Holiday)

WEEK 10: MINI-COURSES

PRINCIPLES OF SALES

Objectives: to explain the logical selling process

to practice sales principles

Speakers: Sales representatives from a large consumer products manufacturer

Outline:

Logical Selling Process

1. Gain attention
    - Introduce yourself and your company
    - Customer references
    - Ask questions
2. Securing interest
    - Probing questions
    - Visual references
    - Seek agreement
3. Need and quality
    - Determine if there is need or interest
    - Feature - function - benefit - response
4. Building the sale
    - Establish criteria
    - Build desire
    - Create enthusiasm
5. Presentation
    - Formal briefing
    - Demonstration
    - Trial period
6. The close
    - If you agree, then . . .
    - Handling objections

Principles of Sales Practice

1. Have members of class try to sell objects in the room, e.g., sofa, table, calculator
2. Other class members critique their approach

Assignment: None

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*The suggested resource for leading this session is Wood, Salesmanship: The Art of Persuasion; see the bibliography.

WEEK 11:

MINI-COURSES

WOMEN IN MANAGEMENT PANEL: HOW DO I GET THERE?

Objectives: to focus on career advancement techniques through a dialogue with four women managers

to draw attention to long-range career planning and to growth areas for women

Panelists: Market research analyst for a bank, manager of national accounts for a financial institution, director of public relations for a hospital, and production supervisor for a manufacturer

(Select from diverse fields women who are not too advanced in their careers; superstars are intimidating. Make certain that at least two of the panelists have children and are married.)

Format:

Each Panelist Briefly Describes Her Own Background and Career

Sample Questions for Moderator

1. How can I further my own advancement within a company?
2. Are there advantages to being an older woman on the job?
3. What is the single most important reason you have succeeded?
4. Can you identify special growth areas in which women can advance?
5. Do you have a career plan?

Allow Ample Time for Questions from Participants

Assignment: None

WEEK 12: MINI-COURSES

OFFICE PROCEDURES

Objectives: to learn proper business telephone etiquette

to understand how to work effectively with a secretary

to appreciate basic principles of time management

Speakers: Representative from local telephone company and secretarial coordinator for a large law firm

Outline:

Business Telephone Etiquette

At Goucher, the telephone company representative talks about proper business telephone procedures and about the most common telephone systems found in offices.

Discuss Requirements for Working Effectively with a Secretary

At Goucher, the secretarial coordinator stressed the following:

1. A secretary needs to be respected because good secretaries are hard to find
2. A secretary can make your job easier if you give him or her as much responsibility as possible
3. Filing systems should be planned jointly

Assignment: None

WEEK 13: MINI-COURSES

WOMEN IN MANAGEMENT PANEL: HOW TO SUCCEED

Objective: to gain additional insights into the problems of women in management through a dialogue with four women managers

Panelists: Vice president of a financial institution, sales representative of a medical instruments manufacturer, affirmative action officer for a utility, and accountant for a manufacturer

(Select from diverse fields women who are not too advanced in their careers; superstars are intimidating. Make certain that at least two of the panelists have children and are married.)

Format:

Each Panelist Briefly Describes Her Own Background and Career

Sample Questions for Moderator
1. How can I handle subtle discrimination?
2. Can I look to other women to help me?
3. What issues are really worth fighting about?
4. How can I make myself indispensable and visible?
5. Why do you think you have succeeded?

Allow Ample Time for Questions from Participants

Assignment: None

WEEK 14:

MINI-COURSES

BUSINESS AND FINANCE I: ACCOUNTING

Objectives: to define accounting and to provide an overview of the field

to show how accounting relates to other elements in the corporate organizational structure

to introduce basic accounting principles

Instructor: Certified Public Accountant

Outline:

Accounting Defined

1. Accounting is an information system. It may be viewed as the intelligence section of the business entity, in that it provides much of the information that management uses in making business decisions. This session explains the place accounting has in the business entity and the basic rules under which it operates.
2. Accounting is:
    - The art of recording, classifying, and summarizing
    - Transactions of a financial nature
    - Interpreting the results of the above
3. Accounting is the language of business.
4. Distinguish between accounting and bookkeeping.

Organizational Structure

1. Top-level management; management's functions are to:
    - Control
    - Coordinate
    - Plan
2. Controller; accountant's functions are to:
    - Provide information to management, creditors, government, etc.
    - Check on management's stewardship
    - Render control over business transactions

Elements of a Financial Transaction

1. Accounting equation: assets = liabilities + capital
2. Effect of transactions on equation

Basic Accounting Concepts

1. A separate entity
2. A going concern
3. A stable monetary unit
4. Operation for profit
5. A need for reports

Assignment: None

WEEK 15: MINI-COURSES

BUSINESS AND FINANCE II: CONTROLS AND ACCOUNTING SYSTEMS

Objectives: to generate awareness of the types of procedures accountants use to control and protect company operations

to demonstrate how the accounting cycle works in a purchase transaction

Instructor: Certified Public Accountant

Outline:

Purpose of Internal Control
1. To safeguard the company's assets
2. To insure accuracy and reliability of accounting data
3. To promote operational efficiency

Types of Accounting Controls
1. Printed forms--prenumbered consecutively
2. Separation of employees' duties
3. Internal checking of transactions and business procedures
4. Physical inventory taking

Administrative Controls
1. Establishing criteria (standards)
    - For production
    - For departmental performance
2. Budgetary controls
3. Daily and monthly reporting to top management
    - To promote operational efficiency
    - To insure adherence to prescribed managerial policies

Basic Elements of Internal Control
1. Organizational chart
    - Establishes areas of authority and responsibility
    - Prevents overlapping or confused areas of authority
2. Printed forms
    - Prenumbered consecutively
    - Provide for greater accuracy in recording data and in communicating instructions
3. Authorization and approval signatures
    - Prevent fraud
    - Control costs
4. Comparison of physical inventory counts with recorded inventory data
5. Data processing and computer controls

WEEK 15: BUSINESS AND FINANCE II: CONTROLS AND ACCOUNTING SYSTEMS
(continued)

Elements of Accounting Systems

1. Forms, records, and reports
2. Originate in the following departments: sales, billing, purchasing, stores, shipping and receiving, production, and accounting

Accounting Cycle for Purchase Transaction: Flow of Basic Documents (see page 176).

1. Transaction originates with stores (or materials) requisition submitted by production foreman to stores clerk
2. Purchase requisition is submitted by stores clerk to purchasing department
3. Original copy of purchase order is forwarded to accounting, stores, and receiving departments
4. Ordered merchandise arrives and is compared with copy of purchase order in the receiving department
5. Receiving department prepares a report and sends copies to accounting, purchasing, and stores departments
6. Purchase invoice is submitted by vendor to accounting department for payment

Assignments:

Review Questions

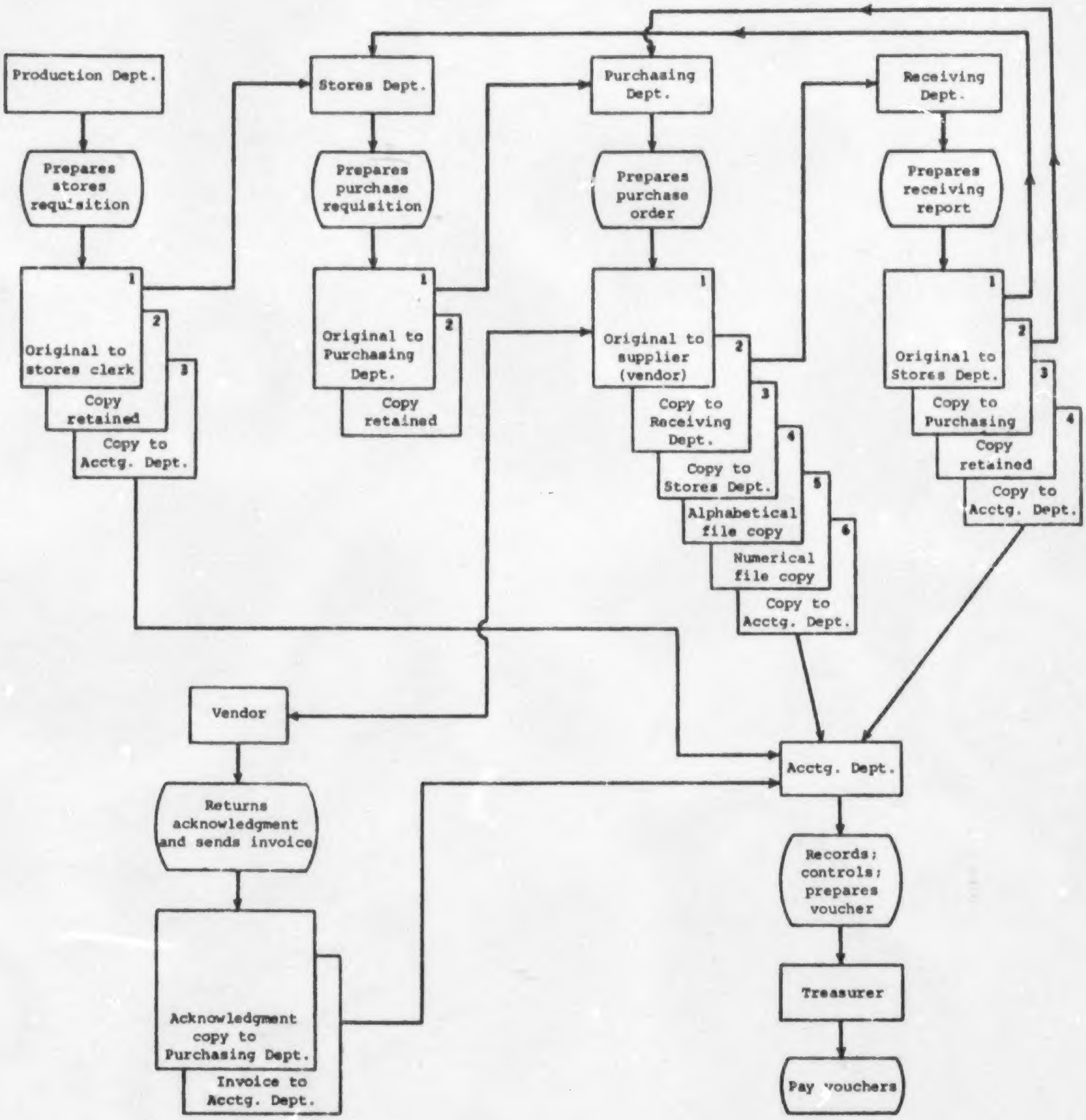
1. List five types of procedures that management can utilize as a means of exercising control over the company's operations.
2. What is "internal checking"? Which particularly vulnerable areas require it?
3. What physical and protective facilities are commonly employed to detect and prevent fraud and error? Explain how each of these can reveal errors and discourage fraudulent acts.
4. In what manner do printed forms establish accounting controls? Illustrate them?
5. What are the basic documents supporting a purchase transaction?

Problem

A medium-sized furniture manufacturer maintains offices and manufacturing operations in a three-story building. A time clock is located at the main entrance; each employee is required to punch in and out when she or he comes to work and when she or he leaves. It is noted, however, that it takes an employee from 15 to 30 minutes before she or he actually sits down to work. The same amount of time is spent from the moment the employee leaves his or her bench until she or he actually punches out at the end of the day. The reason for the time consumed is that employees have to change into their work clothes and back into their street clothes. In addition, time is spent getting from the main entrance of the building to the second or third floor, where the employee's particular job assignment is located. Thus, the firm is paying each employee for an average of more than 3 3/4 hours per week spent getting to and from the work station and changing clothes.

As the systems and procedures accountant for the firm, you have been requested to submit your recommendations for improving this situation. What are your recommendations?

Accounting Cycle for Purchase Transactions


Production Dept.
Prepares stores requisition
1
Original to stores clerk
2
Copy retained
3
Copy to Acctg. Dept.
Stores Dept.
Prepares purchase requisition
1
Original to Purchasing Dept.
2
Copy retained
Purchasing Dept.
Prepares purchase order
1
Original to supplier (vendor)
2
Copy to Receiving Dept.
3
Copy to Stores Dept.
4
Alphabetical file copy
5
Numerical file copy
6
Copy to Acctg. Dept.
Receiving Dept.
Prepares receiving report
1
Original to Stores Dept.
2
Copy to Purchasing
3
Copy retained
4
Copy to Acctg. Dept.
Vendor
Returns acknowledgment and sends invoice
Acknowledgment copy to Purchasing Dept.
Invoice to Acctg. Dept.
Acctg. Dept.
Records; controls; prepares voucher
Treasurer
Pay vouchers

WEEK 16: MINI-COURSES

BUSINESS AND FINANCE III: COST ANALYSES AND PRICING POLICY

Objectives: to introduce students to the concepts of fixed and variable cost analyses and to show how these relate to cost-volume-profit analyses

to teach students how prices are set and how decisions are made about pricing-policy options

Instructor: Certified Public Accountant

Outline:

Fixed Costs and Variable Costs
1. Differentiate among fixed, variable, and semivariable costs
2. Relate cost to volume and revenue
3. The concept of relevant range

Analyzing Semivariable Costs
1. High and low points
2. Statistical scattergraph
3. Method of least squares

Cost-Volume-Profit Analyses
1. Marginal costs
2. Price discrimination
3. Break-even formula
4. Break-even charts

Pricing Policy
1. Modifying break-even formula to allow for profit
2. Effect of price on volume
3. Evaluating alternative prices

Assignments:

Cost-Analysis Problems

1. The Vagas Company had the following costs:

   Fixed cost: $122,500
   Variable cost: $4.00 per unit

   Over the years, the firm has been able to sell 90,000 units per year. It estimates that its sales for the coming year will be the same. The stockholders have $500,000 invested in the business and expect a yield of 15 percent. Income taxes are 40 percent.

   What price must the firm charge for its product if it is to realize its profit objective?

WEEK 16:
(continued)

2. The Albright Steel Company's cost behaves as follows over a range of 100,000 to 300,000 units:

Fixed cost:	$130,000
Direct materials:	$2.00 per unit
Direct labor	$3.00 per unit
Semivariable cost:	
Low point	$200,000--at activity of 100,000 units
High point	$300,000--at activity of 200,000 units
Selling price per unit:	$8.00

a. Compute the break-even point
b. Compute the sales revenue necessary to realize a profit of $40,000 if the firm is in the 30 percent income tax bracket.

Pricing-Policy Problem

Top Secret, Ltd. is engaged in the manufacture of high-quality wigs. The firm is currently conducting a survey to determine the best means to obtain a higher profit. The sales manager has tabulated four possible courses of action:

Alternative	Reduction of Sales Price	Increase in Volume
A	4%	5%
B	8%	10%
C	11%	15%
D	15%	20%

Supplementary information:
Fixed expenses per year are $800,000
Variable expenses per year are 70 percent of sales
Estimated sale of wigs for next year at current price of $200 per wig is 40,000

Which alternative should Top Secret, Ltd. choose? Which alternative, aside from the present method, is least advantageous?

WEEK 17: MINI-COURSES

BUSINESS AND FINANCE IV: BUDGETS

Objectives: to introduce the concepts of fixed and flexible budgeting

to distinguish among sales, production, and cash forecast budgets

Instructor: Certified Public Accountant

Outline:

Budgets Defined
1. Control features
2. Types of budgets
    - Sales
    - Promotion
    - Operating expense
    - Cash and nonoperating expenditure
3. Master budget

Central Importance of the Sales Budget
1. Short range for
    - Production volume and cost budgets
    - Administrative, financing, and expense budgets
2. Short and long range for
    - Projected cash budget
    - Capital expenditures budget
3. Preparation of sales budget
    - Sources of required data
    - Figured in units as well as dollars to aid in preparation of production budget

The Production Budget
1. Steps in preparation
    - Determine number of units of each product that are to be manufactured
    - Determine availability of essential material and labor, and figure overhead
    - Schedule production
2. Unit production budget
    - Depends on amount of sales forecast
    - Schedules production according to normal seasonal highs and lows; inventory levels
3. Individual components of production budget
    - Direct materials budget
    - Direct labor budget
    - Factory overhead budget

WEEK 17:
(continued)

Cash Forecast Budget (used to estimate future cash inflows so that cash expenditures can be planned)

Flexible Budgets

1. Define and compare with fixed budget
    - A series of budgets
    - Relate to variable expenses
2. Calculated on basis of possible production
3. Volumes derived from 100 percent of capacity volume
4. Types of capacity levels
    - Theoretical
    - Practical
    - Normal
5. Creating flexibility: steps required
    - Segregate fixed and variable elements in every type of semivariable expense item
    - Determine amount of fixed costs and set a predetermined factory overhead rate for variable expenses
    - Each level of production to be expressed as a specific percentage of normal capacity
    - Units of measure could be direct labor hours, direct labor costs, machine hours, units of production
6. Preparation of flexible budget
    - Done by individual production departments
    - Establish responsibility and accountability for department supervisors and foremen by setting up budget in the following categories:
        Controllable (or variable) costs that can be regulated by management (example: indirect labor, supplies, and utilities)
        Noncontrollable (or fixed) costs (example: real estate taxes, depreciation, and insurance)

Assignments:

Review Questions

1. Certain operational procedures and controls serve as a foundation for the preparation of budgets. List some of these procedures or controls that would be essential to the establishment of sound budgets.
2. When products are sold on a seasonal basis, how might production be evened out over the year? List the advantages and disadvantages of this evening-out process that management should consider.
3. Differentiate among theoretical, practical, and normal capacity. Which should be used in establishing standards and setting rates for factory overhead?
4. Why is it difficult to make a long-term projection of cash flow?
5. How do seasonal variations enter into the projection of cash flow?

WEEK 17
(continued)

Budget Problems

1. In the first quarter of the next year, approximately 65,000 units should be sold. Inventories at the end of each quarter must be equal to one-fifth of the sales for the next quarter.

   How many units should be manufactured in each quarter of the current year?

   The K-T Company manufactures kitchen table sets. Its sales projection is based on the following data:

   - Marriages: There will be 150,000 marriages in 19__. Of these couples, 70 percent will buy a kitchen set. K-T should get 60 percent of this market.
   - New Homes: In 19__ 200,000 new homes will be built in the sales area; these new homes will probably require the purchase of 80,000 kitchen sets. K-T should get 40 percent of this market.
   - Replacements: K-T estimates that it will sell 12,000 kitchen sets as replacements.

   Each table set costs $40 to manufacture, and K-T operates on a 30 percent gross profit margin

   a. Make a sales projection for 19__ in number of units
   b. Compute gross profit based on sales projection

2. The Ditmar Company's relevant range is between 500 and 2,000 units. Its costs are as follows:

Direct labor:	$12,00 per unit
Direct materials:	$ 8.00 per unit
Overhead - Variable:	$ 5.00 per unit
Fixed:	$10,000

   The firm's selling price is $35.00 per unit.

   a. Compute the break-even point.
   b. Prepare a break-even chart within the range 0 to 3,000 units. Label all lines.

WEEK 18: MINI-COURSES

STRESS MANAGEMENT

Objectives: to be able to identify physiological symptoms of stress

to learn how to identify causes of stress

to employ simple techniques for relaxation

Speaker: Training supervisor for local utility

Outline:

Lecture on Stress, Its Hazards, and Its Values in Everyday Life

Practice Using Stress Management Techniques

1. Divide class into four groups
2. Have each group list several situations that cause stress
3. Review group findings with class as a whole
4. Perform short relaxation exercise with class
5. Redivide class into four groups, changing composition of each group
6. Have each group list several coping techniques
7. Review group findings with class as a whole, emphasizing "good" and "bad" methods
8. Engage class in progressive relaxation
9. While class is relaxed, restate positive coping techniques

Assignment: None

WEEK 19: MINI-COURSES

CAREER EXPLORATION V

Objective: to review what was learned during the information interviews (see week 3)

Outline:

Occupational Focus
1. Divide class into groups according to types of positions about which they learned (e.g., marketing, personnel, research)
2. Have members of each group discuss significant facts they learned

Environmental Focus
1. Regroup class according to the type of business participants visited (e.g., financial institution, retailer, manufacturer)
2. Have members of each group discuss the work environment

Class Discussion of Ways to Gain Acceptance in a New Work Environment

Assignment: None

WEEK 20: MINI-COURSES

CAREER EXPLORATION VI

Objectives: to set short-term career goals (duration of the internship)

to set long-term career goals

Outline:

Setting Short-Term Career Goals
1. Have each participant write down steps she will take to explore career options within the company for which she interns
2. Divide class into three groups, keeping job-sharing pairs together
3. Each group should spend 30 minutes brainstorming steps in career exploration

Setting Long-Term Career Goals
1. Have each participant write down steps she will take to explore career options over the next six months

Assignment: None

WEEKS 21,
22, and 23:

MINI-COURSES

ORAL PRESENTATIONS OF INDEPENDENT PROJECTS

Objectives: to inform participants more fully about the employment environments they will enter as interns

to give women additional experience in making oral presentations

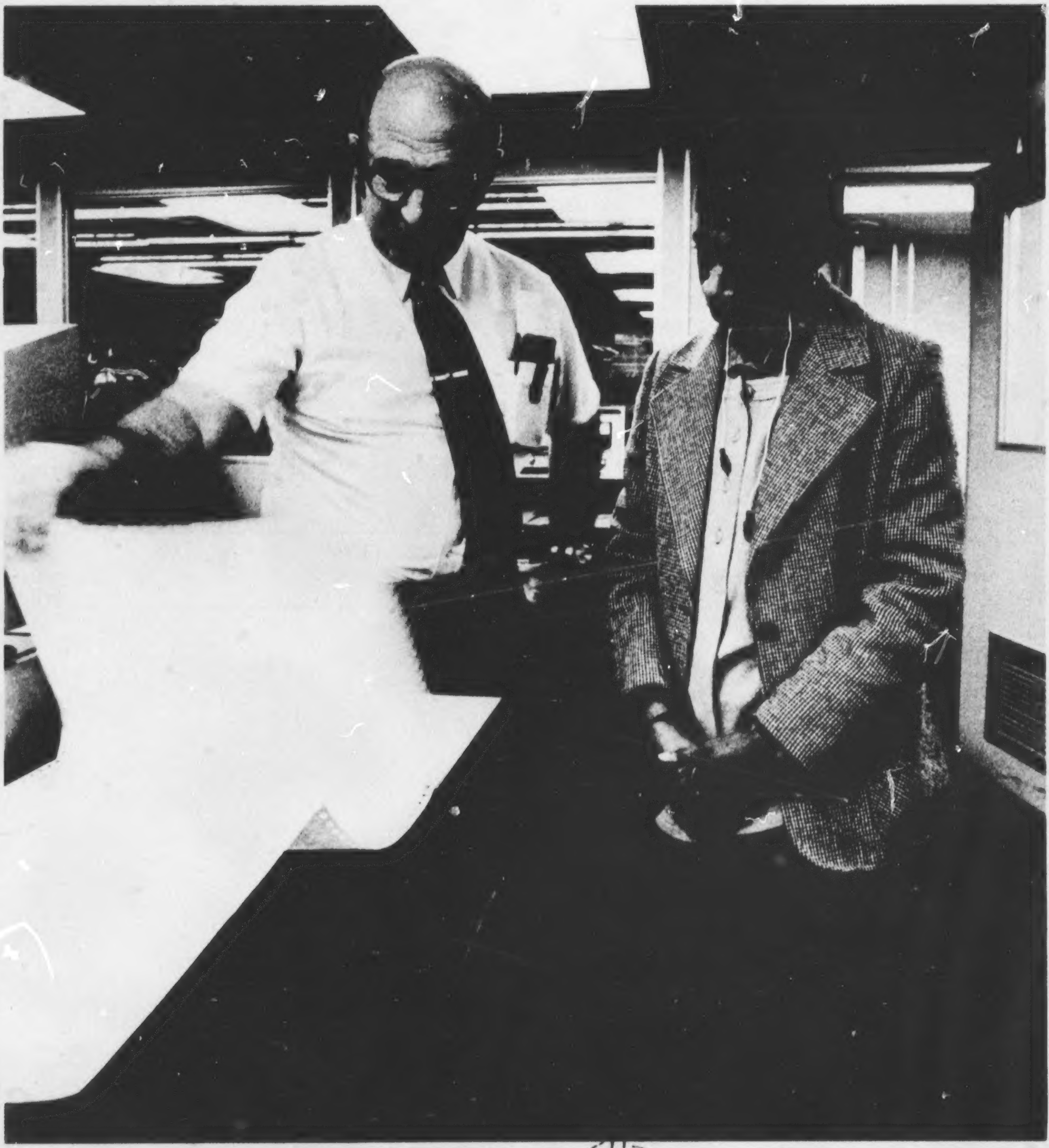
Each participating company designs an independent project that will allow its intern(s) to gain background information about the internship assignment. By week 21, each woman prepares a written report on her independent project. During the last 3 weeks of the course, each participant gives a 10-minute oral report (including visual aids) to the class. Oral reports are critiqued individually, in writing, by other members of the class, and the critiques are given to the speaker.

Sample Independent Projects

Women scheduled for internships as employment interviewers with a utility conducted surveys of fifteen companies with over 2,000 employees to determine application procedures.

Participants slated for market research internships with area banks summarized the functioning of the Federal Reserve System.

A personnel-assistant intern for a manufacturer surveyed ten national companies to gather information about the nature of their employee-recognition programs.



WEEK 1: EXPERIENTIAL ACTIVITIES

WILDERNESS SURVIVAL: A CONSENSUS-SEEKING TASK

Objectives: to teach effective consensus-seeking behavior in task groups

to explore the concept of synergy as it relates to outcomes of group decision-making

to help group members get to know one another

Procedure:

Conduct activity as described in Pfeiffer and Jones, Eds. The 1976 Annual Handbook for Group Facilitators.*

Assignment: None

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*See the bibliography.

WEEK 2: EXPERIENTIAL ACTIVITIES

ASSERTIVENESS WORKSHOP I

Objectives: to increase awareness of unassertive behavior

to establish goals for becoming more assertive

Outline:

Introduction
1. Review workshop objectives
2. Brief lecture on how we came to be unassertive

Complete the Handout on Who, When, and What (see pages 189-191)
1. Classify area(s) of unassertive behavior
2. Poll class for clusters of problem areas, particularly about money and intimate relationships

Set Personal Goals for Workshop

Formulate a Role Play from Specifics

Short Lecture on Theory

	Unassertive	Assertive	Aggressive
Feelings			
Verbal behavior			
Nonverbal behavior			
Summary			

Assignment: None

IDENTIFYING THE WHO, WHEN, AND WHAT

Check any items that apply to you.

A. WHO are the people with whom you behave unassertively or inadequately?

______ acquaintance? neighbor?
______ authority figure such as a doctor, teacher
______ child? children?
______ employer? employee?
______ friend? friends?
______ members in a club or organization?
______ relative?
______ repairman? gardener? hired help?
______ sales clerk? waiters? waitresses?
______ solicitor? bill collector?
______ spouse? mate?
______ strangers?
______ colleague at work?
______ any other?

Check any items that apply to you.

B. WHEN do you behave unassertively or inadequately?

When you are:

______ accepting or giving a compliment?
______ asserting a difference of opinion?
______ being interviewed?
______ clarifying your idea?
______ dealing with a nonnegotiator?
______ establishing your independence?
______ expressing negative feelings verbally?
______ expressing positive feelings verbally?
______ giving instructions or commands?
______ participating in a group discussion?
______ proposing your idea or solution?
______ protesting a rip-off?
______ protesting an emotional outburst?
______ protesting annoying habits?
______ protesting excessive or unjust criticism?
______ protesting attempts to make you feel guilty?
______ protesting unnecessary violence?
______ returning merchandise?
______ saying no to requests for your time, money, efforts?
______ any other?

When you are requesting:

______ action from authority figures (doctors, teachers, etc.)?
______ an adjustment of a bill? or a refund?
______ approval?
______ a raise?
______ clarification of instructions or an idea?
______ cooperation?
______ a date or an appointment?
______ favors?
______ help (donation of time, money, work)?
______ information?
______ negative criticism about yourself?
______ participation?
______ reconciliation?
______ a service?
______ any other?

When you are using facial expressions, gestures, voice, and body language to show:

______ positive feelings: approval, joy, liking?
______ negative feelings: annoyance, dislike, anger, resentment?
______ physical caring and loving: physical closeness?

Check any items that apply to you.

C. WHAT topics cause you to behave unassertively or inadequately?

______ achievements of yours?
______ achievements of others?
______ anatomy and its functions?
______ artistic merits of art, plays, movies, etc.?
______ child-rearing practices?
______ choice of work, career?
______ death? illness in others?
______ differing tastes in foods, architecture, music, etc.?
______ divorce? separation?
______ educational issues
______ finances? use of money, etc.?
______ generation-gap viewpoints?
______ hobbies?
______ home management problems?
______ marriage? lifestyles?
______ medical problems?
______ mistakes you make?
______ mistakes others make?
______ personal appearance (yours or others')?
______ politics?
______ prejudice and racial issues?

______ recreational activities (use of free time)?
______ religion? philosophical viewpoints?
______ sex?
______ societal problems: crime, drugs, housing, land use, overpopulation, poverty, taxes, unemployment, welfare?
______ women's rights? men's rights?
______ any other?

D. How does the SIZE of the audience affect you? Does the situation involve you and:

______ one other familiar person?
______ one stranger?
______ a group of familiar persons?
______ a group of strangers?

MY GOALS FOR THE WORKSHOP:

WEEK 3: EXPERIENTIAL ACTIVITIES

ASSERTIVENESS WORKSHOP II

Objectives: to increase awareness of individual rights

to practice assertiveness skills--in particular, ways of saying no and of responding to criticism

Outline:

Share Personal Workshop Goals with Group

Discuss the Bill of Rights (page 193) and Add to It on Newsprint

Practice in Saying No
1. What are you afraid of and why?
2. Illustrations of ways of saying no (modeling examples)
    - Plain no
    - Short phrase
    - Broken record
3. Fishbowl practice for participants

Responding to Criticism
1. Explain weapons
2. Ways of reacting defensively
    - Fogging
    - Asking for specifics
    - "I" messages
    - Explaining how you feel
    - Negative inquiry
3. Dyads practice, using the above techniques

Assignment: None

BILL OF RIGHTS

I. I have the right to my own behavior, thoughts, and emotions and the right to take the responsibility for their initiation and consequences upon myself.

II. I have the right to offer no reasons or excuses justifying my behavior.

III. I have the right to be treated with respect.

IV. I have the right to change my mind.

V. I have the right to set my own priorities.

VI. I have the right to make mistakes.

VII. I have the right to ask for what I want.

VIII. I have the right to have and express my own feelings and opinions.

IX. I have the right to be listened to and taken seriously.

X. I have the right to choose not to assert myself.

WEEKS 4
and 5

EXPERIENTIAL ACTIVITIES

ASSERTIVENESS WORKSHOP III & IV

Objective: to allow participants to see themselves responding to criticism by videotaping a performance-appraisal interview

Procedure:

Each woman writes three strengths and three weaknesses that an employer might mention in an actual performance-appraisal interview. Participants are paired, exchange lists, and role play the interview twice, with each person acting as the supervisor once. Role playing of the interview is recorded on videotape during workshop III. The tapes are played and discussed at workshop IV.

Assignment: None

WEEK 6: EXPERIENTIAL ACTIVITIES

ASSERTIVENESS WORKSHOP V

Objectives: to review assertiveness techniques practiced to date

to introduce techniques for accepting compliments

to summarize workshop strategies through the DESC approach*

Outline:

Summary of Techniques Used to Date

Accepting Compliments

1. Why we do not/cannot accept compliments
2. Techniques
   - Thank you (no other statement)
   - Agreement ("I appreciate your comment." "This dress is one of my favorites.")
   - Nondiscounting questions ("Thank you." "Do you think I could wear more jewelry with the dress?")
3. Role playing in dyads

DESC Approach

1. Describe what's going on:
   "I realize you are under a lot of pressure, but that's the third time you have not left me adequate information for taking phone calls."
2. Express what you're feeling as a result:
   "I'm embarrassed and frustrated when employers return calls here and I do not know why you called them."
3. Specify what changes you will accept:
   "If I'm to accept calls for you, I'll need to know whom you've tried to contact and the subject."
4. Consequences--state what the realistic consequences will be:
   "If you do not leave me this information, I will not accept your calls, rather than have our office work unprofessionally."
5. Practice examples in class.

Workshop Review and Evaluation

1. Did we meet our objectives?
2. Have you met your personal goals?

Assignment: None

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*Leave room for fun.

WEEKS 7
and 13

EXPERIENTIAL ACTIVITIES

FIELD TRIPS I & II

Objectives: to observe work environments that are unfamiliar to participants

to observe nontraditional jobs

Tours of the General Motors and London Fog plants were arranged at Goucher for weeks 7 and 13.

WEEK 8: EXPERIENTIAL ACTIVITIES

EQUAL EMPLOYMENT OPPORTUNITY CASE STUDIES

Objectives: to practice analyzing employment situations using laws, regulations, and government guidelines related to race, sex, and age

to illustrate various solutions developed by individuals based on their perspectives on the problems

Procedure:

Distribute the handout on Employment Problems (see page 199)

Instruct Students to Read and Jot Down Solutions

Process Each Problem
1. Were there different solutions?
2. To what might the differences in approach be attributed?
3. How much risk were individuals willing to take?

Assignment: None

WEEK 9: EXPERIENTIAL ACTIVITIES

(Holiday)

EMPLOYMENT PROBLEMS

1. You have applied for a posted position as Manager, Marketing Research, and are being interviewed by the Vice President, Marketing. You know that your primary competition, a man, does not have nearly the strong credentials that you do, so your chances are excellent.

   However, during the interview, the Vice President asks you if you feel guilty about working while your children are so young. He also makes a statement to the effect that your husband would certainly resent your occasional business-related travel. You find both remarks offensive. How do you respond? What are your rights? What are the implications of exercising them?

II. You have a position open in your transportation department for a Supervisor of the Motor Pool. The job is a big one--supervising approximately seventy-five nonexempt employees. You feel that the best qualified candidate is a 30-year-old man--a recent college graduate who was hired into the company with previous motor-pool experience. Working on a special project for you, he proved himself quite capable and very popular in the motor pool. You hesitate because he is black, as are seventy-three of the employees of this department. Given your company's negligible minority representation elsewhere, especially in supervision, you're afraid that giving him the job will appear to further minority segregation. You know that if you don't promote him, another department will snap him up quickly. What do you do? Why?

III. A close working associate of yours, a real power in the sales organization, is a man you find obnoxious. He has made several subtle sexual overtures to you when you were alone, but you've always ignored them. You feel sure he's the sender of a card you found on your desk when you returned from vacation. It said, "Smile if you got laid." You were furious but never mentioned the card to anyone.

Today, this man is wearing a tie with lewd pictures of naked women on it. You feel this is the last straw. What do you do?

WEEKS 10 and 11:

EXPERIENTIAL ACTIVITIES

ROLE FUNCTIONS IN GROUPS I & II

Objectives: to allow participants to see their own behavior in a leaderless group

to analyze the roles various members play

to determine what unproductive behaviors individuals want to change

Overview:

Role Functions in Groups consists of four 2-hour classes. The first two sessions should take place fairly early in the course. Leaderless group behavior is videotaped during the first session, and then analyzed in light of role functions in groups during the second session.

The third and fourth sessions should take place near the end of the course to allow for as much practice of new behavior as possible (see weeks 18 and 19). A second leaderless group situation is recorded at the third session. The complete set of tapes is discussed at the fourth session.

Procedure for Session I:

Videotape Group Problem Solving

1. Divide the class into small groups of preferably not more than eight members each. Consider your objectives carefully in selecting small-group participants. It may be helpful to form the groups in such a way that personal traits are emphasized. For example, a group with five attention seekers will seldom complete a task within a time limit. On the other hand, balanced groups may represent the more realistic interaction in group meetings.
2. Only those being taped should be present in the taping room. When participants are seated at the table, the Task Force directions should be handed out (see page 202). The time limit should be stated and the camera started.
3. At the end of the 15-minute limit, turn off the camera, collect direction sheets, and caution group members not to discuss the Task Force until all groups have been taped.
4. Proceed in the same manner with each of the other groups.

Group Member Roles and Group Functions (see pages 203-207)

1. Reassemble the entire class.
2. Distribute the handouts on Group Member Roles and Group Functions.
3. These will be used as the basis for processing the tapes at the second session.

WEEKS 10
and 11:
(continued)

EXPERIENTIAL ACTIVITIES

Procedure for Session II:

Group Member Roles Review
1. Task functions
2. Maintenance functions
3. Individual functions

Process Tapes
1. Replay first tape
2. Ask participants how they felt about their own behavior--was it surprising?
3. What behaviors do participants want to foster? Modify?
4. Replay each of the other tapes in turn and process.

Assignment: None

TASK FORCE

You are an employee of a Fortune 500 company that has just settled a class action suit on behalf of women. As a result of the consent judgment, this Affirmative Action Task Force has been formed. Its responsibility is to set a list of priorities for the company to act on in the next 18 months. The company has agreed to channel about $5,000,000 to immediate changes to promote affirmative action among its 9,000 employees. Twice that amount of money is committed for the next 5 years. It is very important that you choose your priorities carefully, since the company is committed legally to act on them in the order in which this Task Force recommends.

Here are the suggested priorities:

Hiring more female recruiters

Promoting 10 percent of current female employees

Establishing an on-premises child-care center

Hiring a high-level female executive to serve as a role model

Providing in-house management training for women

Providing peer counseling or support groups on company time

Increasing the salaries of all women by 10 percent

Establishing a career-path planning guide or training program

Providing job-bidding opportunities on both hourly and professional jobs

Setting quotas for hiring new female employees and for promoting women

Reviewing all policy manuals and recruitment brochures for sexist connotations

YOU WILL HAVE 15 MINUTES.

GROUP MEMBER ROLES

Task Functions	Maintenance Functions	Individual Functions
1. Initiating: Proposing tasks, goals, or actions; defining group problems; suggesting a procedure.	1. Harmonizing: Attempting to reconcile disagreements; reducing tension; getting people to explore differences.	1. Using aggression: Deflating others' status; attacking the group or its values; joking in a barbed or semi-concealed way.
2. Informing: Offering facts; giving expression of feeling; giving an opinion.	2. Gate keeping: Helping to keep communication channels open; facilitating the participation of others; suggesting procedures that permit sharing remarks.	2. Blocking: Disagreeing and opposing beyond "reason"; stubbornly resisting the group's wish, for personal reasons; using a hidden agenda to thwart the movement of a group.
3. Clarifying: Interpreting ideas or suggestions; defining terms; clarifying issues before the group.	3. Consensus testing: Asking to see if a group is nearing a decision; sending up a trial balloon to test a possible conclusion.	3. Dominating: Asserting authority or superiority to manipulate the group or certain of its members; interrupting the contributions of others; controlling by means of flattery or other forms of patronizing behavior.

GROUP MEMBER ROLES
(continued)

Task Functions	Maintenance Functions	Individual Functions
4. Summarizing: Pulling together related ideas; restating suggestions; offering a decision or conclusion for the group to consider.	4. Encouraging: Being friendly, warm and responsive to others; indicating by facial expression or remark the acceptance of others' contributions.	4. Out-of-field behavior: Making a display in "playboy" or "playgirl" fashion of one's lack of involvement; "abandoning" the group while remaining physically with it; seeking recognition in ways not relevant to the group task.
5. Reality testing: Making a critical analysis of an idea; testing an idea against some data; trying to see if the idea will work.	5. Compromising: When own idea or status is involved in a conflict, offering a compromise that yields status; admitting error; modifying in the interest of group cohesion or growth.	5. Special-interest solicitation: Using the group as a vehicle for extraneous interest ("homemaker," "labor," "small business," "education"); cloaking one's personal biases in a stereotype that best fits the person's individual needs.

GROUP FUNCTIONS

Consider the following factors and the influence they may have on your participation in a group. Identify positive, negative, or both positive and negative effects that you experience with each of the following group functions. Cite examples if appropriate.

1. INITIATING: proposing tasks, goals, actions; defining group problems; suggesting a procedure.	
2. INFORMING: offering facts; giving expression of feeling; giving an opinion.	
3. CLARIFYING: interpreting ideas or suggestions; defining terms; clarifying issues before the group.	
4. SUMMARIZING: pulling together related ideas; restating suggestions; offering a decision or conclusion for the group to consider.	
5. REALITY TESTING: making a critical analysis of an idea; testing an idea against some data; trying to see if the idea will work.	
6. EXPEDITING: prodding the group to action or a decision; attempting to stimulate the group to greater or higher quality activity.	
7. ENCOURAGING: being friendly, warm and responsive to others; accepting others and their contributions; giving others an opportunity to speak.	
8. EXPRESSING GROUP FEELINGS: sensing feeling, mood, and relationships within the group; sharing own feeling with others.	

9. HARMONIZING: attempting to reconcile disagreements; reducing tension through "pouring oil on troubled waters"; getting people to explore their differences.	
10. COMPROMISING: when own idea or status is involved in a conflict, offering to compromise his/her own position; admitting error; disciplining oneself to maintain group cohesion.	
11. GATE KEEPING: attempting to keep communication channels open; facilitating the participation of others.	
12. SETTING STANDARDS: expressing standards for the group to work by and/or testing its behavior against such standards.	
13. AGGRESSION: deflating others' status; attacking the group or its values; joking in a barbed or semiconcealed way.	
14. BLOCKING: disagreeing and opposing beyond "reason"; stubbornly resisting the group's wish, for personal reasons; using a hidden agenda to thwart the movement of a group.	
15. DOMINATING: asserting authority or superiority to manipulate the group or certain of its members; interrupting the contributions of others; controlling by means of flattery or other forms of patronizing behavior.	
16. OUT-OF-FIELD BEHAVIOR: making a display in "playboy" fashion of one's lack of involvement; "abandoning" the group while remaining physically with it; seeking recognition in ways not relevant to the group task.	

17. SPECIAL-INTEREST SOLICITATION: using the group as a vehicle for extraneous interest ("housewife," "labor," "small business," "education"); cloaking one's personal biases in a stereotype that best fits individual needs.	

WEEK 12: EXPERIENTIAL ACTIVITIES

WORKING WITH PEERS

Objectives: to focus on issues and assumptions that are barriers to working effectively with others

to address the need to share and compromise in order to be a good team player

to illustrate how personal style influences the way one handles situations

to practice dealing with difficult personal situations

Procedure:

Barriers to Working with Peers

1. Ask women what they see as fears or issues that may pose problems for them in relating to peers
2. Make a list on newsprint (examples: "I'm not a good listener," "Prejudices interfere," etc.)

Role Playing: Working with Peers I (see page 209)

1. Divide group into pairs
2. Distribute the handout Working with Peers I
3. Each pair should be able to leave the room and find a quiet place to work privately
4. Allow 25 minutes

Regroup and Process

1. Were you able to come to an agreement?
2. Was the issue identified clearly?
3. How do you feel, A?
4. How do you feel, B?
5. Do other issues or assumptions need to be added to the newsprint list?

Role Playing: Working with Peers II (see page 210)

1. Use same pairs or form new ones
2. Follow same procedure as for first set of role plays

Regroup and Process

1. What were your priorities?
2. What was your approach?
3. What is the bigger picture, i.e., management's perspective?
4. Why were you paired?
5. Did you reach some agreement?
6. How did you feel about it?

Review Newsprint List, Make Additions, and Share Comments

Assignment: None

WORKING WITH PEERS I

A

Your associate has prepared a report for your manager that must carry both her signature and yours. You did the majority of the data collection, but she wrote the report. You feel that the report is not professionally written and does not adequately reflect your work or the focus of your data analysis. Your associate is obviously pleased with her report. You have very little time for revision, as the boss is waiting for the report.

How do you proceed?

B

You have just given your associate a copy of a report to be signed before you take it to the boss. Your partner did much of the data collection and analysis, and you feel that writing the report evened out the time and effort. You've worked very hard on it, spending hours every day and evenings for the last 2 weeks. You're very pleased with your product. However, your associate seems hesitant to sign it.

How do you proceed?

WORKING WITH PEERS II

A

The Vice President of Sales has asked you to work with ___________ ___________________ on a project designed to determine the need for support products or services for a new product. It's an exciting new area and conceivably could develop into a whole new department. You're flattered to be chosen for the project, but upset about having to work with __________________________, who is considered to be an excellent organizer and manager, and to be very bright. You consider her to be inflexible, cynical, and practically nonverbal. You've asked her three times this week to meet with you to outline your operating procedure. You're anxious to get moving, as you know the Vice President is watching closely.

You're going into the meeting now. How do you proceed?

B

The Vice President of Sales has asked you to work with ___________ ___________________ on a project designed to determine the need for support products or services for a new product. It's an exciting new area and conceivably could develop into a whole new department. You're flattered to be chosen for the project, but not thrilled about working with ______________________________. You consider her pushy, disorganized, and unprofessional. You always feel overshadowed and "run over" in an exchange with her. She is creative, however, and usually comes up with winning ideas. You're afraid you'll end up doing all the work and she'll get the glory and probably the department.

You've put off getting together with ______________________________ but you know you must get started.

As you go into this meeting, how will you proceed with project planning?

WEEK 13: EXPERIENTIAL ACTIVITIES

FIELD TRIP II (see week 7)

WEEK 14: EXPERIENTIAL ACTIVITIES

WORKING WITH SUPERVISORS/SUBORDINATES

Objectives: to illustrate additional barriers to communication caused by relative position and/or authority

to practice dealing with such situations in a business setting

to give participants an opportunity to experience the situation from both perspectives

Procedure:

Barriers to communication

1. Start with the list of issues and fears (barriers) developed from Working with Peers (see week 12).
2. What similar problems are inherent in working with supervisors?
3. What different problems or issues exist (risk of loss of job, salary increases, etc.)?
4. How do these act as barriers to communication with subordinates (emphasize the difference in the two perspectives)?

Role Playing: Working with Supervisors/Subordinates I (see page 213)

1. Divide group into pairs
2. Give one member of each pair role A and the other role B
3. Pairs may find a quiet place to role play
4. Allow 25 minutes

Regroup and Process

1. Did you fire the secretary?
2. Why or why not?
3. How did the secretary feel?
4. Did the supervisor offer alternatives?
5. How did the supervisor feel about firing an employee?
6. Any additions to the newsprint list?

Role Playing: Working with Supervisors/Subordinates II (see page 214)

1. Use the same pairs as for role play I
2. Have women in each pair switch roles as supervisor/subordinate
3. Pairs may find a quiet place to role play
4. Allow 25 minutes

Regroup and Process Same as for Role Play I

Assignment: By week 16, read Mager and Pipe, Analyzing Performance Problems or "You Really Oughta Wanna."*

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*See the bibliography.

WORKING WITH SUPERVISORS/SUBORDINATES I

A

You are preparing for a 90-day employment conference with your secretary. She was promoted, with good references, from another department into yours. She is young and somewhat immature. While bright and anxious to learn, she consistently makes spelling or typing errors, and work has to be redone. You have had conferences with her twice before to discuss the poor quality of her work and the need to work faster. Her work has improved slightly but she keeps you and others from getting the job done. You feel the job really is too much for her. You are calling her in to fire her.

B

You have worked at Company X as a secretary for 90 days. The job entails more work and responsibility than you anticipated, but you've really worked hard to do it well. Twice before you have been called in to evaluate your progress. Your supervisor told you the last time that your performance had improved, but encouraged you to use a dictionary more and put pressure on you to work faster.

You are feeling optimistic as you go in for this 90-day conference.

WORKING WITH SUPERVISORS/SUBORDINATES II

A

You are the Manager of Marketing Research, calling your assistant in to reprimand her for behavior you consider unacceptable. She has been spending too much time in the office on personal phone calls. You suspect she's having an affair with a married Senior Vice President. You'd like to warn her what's happened to other women in the company who've been caught in that position. Also, certain confidential information that the two of you have been working on seems to be common knowledge. Since some of it is payroll figures for current positions, you know this indiscretion is hazardous for both of you. Additionally, she has called in sick twice in the last month when you know she was simply out of town and didn't get back.

She has been a good employee, very creative and productive in the past. She does, however, have trouble setting limits for herself. You are sure you can work this out.

B

You are the Assistant to the Manager, Marketing Research. You love your job and like your Manager well enough. She's been tough but always fair.

She's called you in for a conference. Since you haven't been a star performer lately, you think you're probably in hot water. Your biggest problem right now is your relationship with Bob, a Senior Vice President with the company. Bob is married, and this definitely wasn't meant to be anything but a casual flirting spree, but he's possessive and demanding of your time. He keeps calling you at your desk. You even left town last weekend to be unavailable to him. You dread coming to work; you've missed several days.

You know your performance at work has been poor lately, but you're distracted and find it hard to concentrate. You've delegated some of your work to others in the department to keep your head above water. You think you'll make this conference with a just reprimand, but you're really defensive as you go into the Manager's office.

WEEK 15: EXPERIENTIAL ACTIVITIES

HANDLING EMPLOYEE-RELATIONS PROBLEMS

Objectives: to analyze several kinds of employee-relations problems and decide upon solutions

to apply theoretical knowledge within the framework of one's own style

Procedure:

Employee-Relations Problems

1. Distribute the handout on Three Problems, describing problems with personal hygiene, absenteeism, and low productivity (see pages 216-217)
2. Instruct participants to read the three situations and make a few notes about how they would approach each problem

Group Discussion

1. Process each problem through discussion by the entire group
2. Look for the focus of each situation
3. Encourage a variety of solutions

Assignment: None

THREE PROBLEMS

Personal Hygiene

You own and manage a small insurance agency. You have five sales people and clerical people. Your employees get along well most of the time, but lately there has been some dissension among the office workers. One woman has complained that Mary, a co-worker of hers, has an offensive odor. The other women do not want to hurt Mary, but they constantly avoid working close to her. Mary is upset and puzzled; she's beginning to be very hostile.

What will you do?

Absenteeism

You are the manager of the operations area of a large manufacturing company. You have two keypunch operators who do the company's payroll in addition to other projects. One of them, Sara, is the best worker in your whole department--when she comes to work. It seems that every time there is a real crunch, Sara calls in sick. This leaves Rhonda, an average but steady worker, to take over the payroll alone. If it's the monthly payroll, it requires Rhonda to work overtime. Rhonda is disgusted and angry.

Sara called yesterday and again today. Rhonda is seething, as she worked late last night to finish the payroll. You've already spoken to Sara twice about the absenteeism.

What will you do now?

Low Productivity

"Complaints are always up during the winter," Mrs. Francis said. She was the supervisor of a group of customer account representatives who handle utility customer inquiries over the telephone. She was speaking to Mr. Morris, her boss. "We're doing about the same as last year," she said.

"Well, the heating season does bring more complaints, but this is more than last year, and we don't even have a rate increase," said Mr. Morris. "There's room for improvement. There is an unusually high number of complaints about our customer service, about not being able to reach us by phone, and about the rudeness of our CIS operators."

"All right, Mr. Morris, I'll jump on them again about being rude to customers," said Mrs. Francis. I can't figure out why they don't answer the phones, either. We never had trouble getting our work done when I was a CIS operator."

"That's the reason we made you a supervisor, Mrs. Francis," replied Mr. Morris. "I'll admit 3 months is not a long time, but we can't keep a supervisor who can't motivate the work group."

"They always agree to help me when I ask them, but they turn around and do the opposite," she replied. "They'll shape up this time, if I have to fire one of them as an example!"

WEEK 16: EXPERIENTIAL ACTIVITIES

ANALYZING PERFORMANCE PROBLEMS

Objectives: to familiarize participants with the Mager/Pipe model for examining performance problems

to practice using the model by role playing simulated situations

Outline:

The Mager/Pipe Model

1. Prior to this session, class members are to have read Mager and Pipe, Analyzing Performance Problems or "You Really Oughta Wanna"* (see week 14)
2. Review the model, using the Meter Readers' Dilemma handout (see page 219)
3. Make certain that all problems are identified so that the entire model can be discussed
4. Take a break

Role Playing: Analyzing Performance Problems (see page

1. Divide group into pairs
2. Distribute employer and employee sheets to each pair
3. Participants should find a quiet place to role play
4. Allow 20 minutes

Regroup and Process

1. Did the supervisor get to the root of the problem?
2. How did she feel after the conference?
3. How did the employee feel?
4. What did each learn from the conference?

Assignment: None

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*See the bibliography.

METER READERS' DILEMMA

"Jack, I've been keeping track of the meter-reading performance and I notice that errors are higher than usual. We've also had complaints about readers driving trucks around not on company business, in the afternoon. Customers feel that we're wasting their money if our people aren't busy."

"Well, Mr. Baxter, we can't always have meter routes come out at exactly four o'clock!"

"If they have to have a short route, what do the meter readers do when they're finished?"

"They come back here for other jobs--investigating meters, making exception reports on the route, dusting light-bulbs, washing the vehicles--you know, something to keep the meter readers busy."

"Why don't you find a way to motivate them to work more carefully? They should have pride in doing a good job. Don't they want to get ahead?"

"Ahead? From meter reading?"

ANALYZING PERFORMANCE PROBLEMS

Employee

You are a production worker in a ten-person group in a manufacturing plant. In the 5 years you've worked here, you've been top producer every year. Last year your rate was well above everyone else's. Other workers resent your performance because it makes their performances look bad. You no longer can stand the pressure your peers put on you, so you've been coming in late every day to keep your overall production in line. You know your supervisor won't fire you, because you're the one she counts on in a real crunch, and your record is good. If you tell her what the problem really is, there probably will be some reprisal against the others. You think in time you can ease back into your old production, but you need to continue as you have for the present. As you go in for this conference with your your supervisor, you're making up a good story to cover your lateness.

Supervisor

You are the supervisor of a ten-person production group. You have called in your best employee to discuss her performance and attendance. This employee has an excellent work record with the company over a 5-year period. She has consistently been the top producer. Lately, however, her performance is down slightly. She has been coming in to work 1/2 to 1 hour late. You've docked her pay but it hasn't helped. You're afraid her tardiness will cause friction in the work group. You need to resolve this problem.

WEEK 17: EXPERIENTIAL ACTIVITIES

TEAM BUILDING

Objectives: to explore possible areas of conflict within job-sharing teams

to enhance communication between job-sharing interns

Procedure:

Role Playing: Team Problem-Solving (see pages 222-223)

1. Break group into job-sharing teams
2. Distribute the handout on Team Problem-Solving, giving sheet A to one partner and sheet B to the other partner in each team
3. Allow pairs 30 minutes to discuss the problem and draft the memo

Regroup and Process

1. Have women discuss their feelings about the problem
2. What were their solutions?

Assignment: None

TEAM PROBLEM-SOLVING

A

The man you report to has sent the following memo to you and your partner:

To: Time Sharers, Department Z
From: J. M. Foreman, Jr.

R. Watson has returned from maternity leave on a half-time basis. She has expressed the desire to experiment with her position on a time-shared schedule. She has approached me about the possibility of one of you doing a trial project with her. The project involves preparing a feasibility study for automation of our national sales reporting. The project must be finished in 2 months.

Please notify me whether you or your partner will be participating.

You are overwhelmed by this memo. Rebecca Watson is an executive three levels above you. Time sharing with her would represent a big promotion, more money, and a real growth opportunity.

The project mentioned is an outgrowth of a small-scale study you and your current partner did. The idea was originally hers, but your skills were invaluable in setting up the procedure and doing the actual work. In fact, you feel you did more than half the work.

This new opportunity would involve some travel and probably an increased work load for the next 2 months.

You want to be fair, but you also would like to have the job. Your task is to write, with your partner, a joint memo to Mr. Foreman in response to his inquiry.

DO NOT SHOW THIS EXERCISE TO YOUR PARTNER.

TEAM PROBLEM-SOLVING

B

The man you report to has sent the following memo to you and your partner:

To: Time Sharers, Department Z
From: J. M. Foreman, Jr.

R. Watson has returned from maternity leave on a half-time basis. She has expressed the desire to experiment with her position on a time-shared schedule. She has approached me about the possibility of one of you doing a trial project with her. The project involves preparing a feasibility study for automation of our national sales reporting. The project must be finished in 2 months.

Please notify me whether you or your partner will be participating.

You are overwhelmed by this memo. Rebecca Watson is an executive three levels above you. Time sharing with her would represent a big promotion, more money, and a real growth opportunity.

The project mentioned is an outgrowth of a small-scale study you and your current partner did. The idea was originally hers, but your skills were invaluable in setting up the procedure and doing the actual work. In fact, you feel you did more than half the work.

This new opportunity would involve some travel and probably an increased work load for the next 2 months.

You want to be fair, but you also would like to have the job. Your task is to write, with your partner, a joint memo to Mr. Foreman in response to his inquiry.

DO NOT SHOW THIS EXERCISE TO YOUR PARTNER.

WEEKS 18
and 19:

EXPERIENTIAL ACTIVITIES

ROLE FUNCTIONS IN GROUPS III & IV

Objectives: to reexamine group role behavior via videotaped leaderless group

to analyze the change, if any, in participants' group role functions after some time lapse

Procedure for Session III:

Group Member Roles Review (see week 10)

1. Allow women to review the chart (see pages 203-204) before the videotaping
2. Encourage them to reflect on their own participation in the earlier leaderless group

Videotape Group Problem-Solving

1. Use the same groups for this taping as for the previous leaderless group (see week 10)
2. When participants are seated at the table, distribute Problem Solving II (see page 225), state the time limit, and start the camera
3. At the end of the 10-minute time limit, turn off the camera, collect direction sheets, and caution group members not to discuss Problem Solving II until all groups have been taped
4. Proceed in the same manner with each of the other groups

Assignment: None

Procedure for Session IV:

Review Group Member Roles (see pages 203-204)

1. Task functions
2. Maintenance functions
3. Individual functions

Compare Tapes of First and Second Leaderless Groups

1. Ask participants how they felt about their own behavior--was it surprising?
2. Has their role changed?
3. Was it more productive behavior?
4. Were they conscious of their role during the taping session?

Assignment: None

PROBLEM SOLVING II

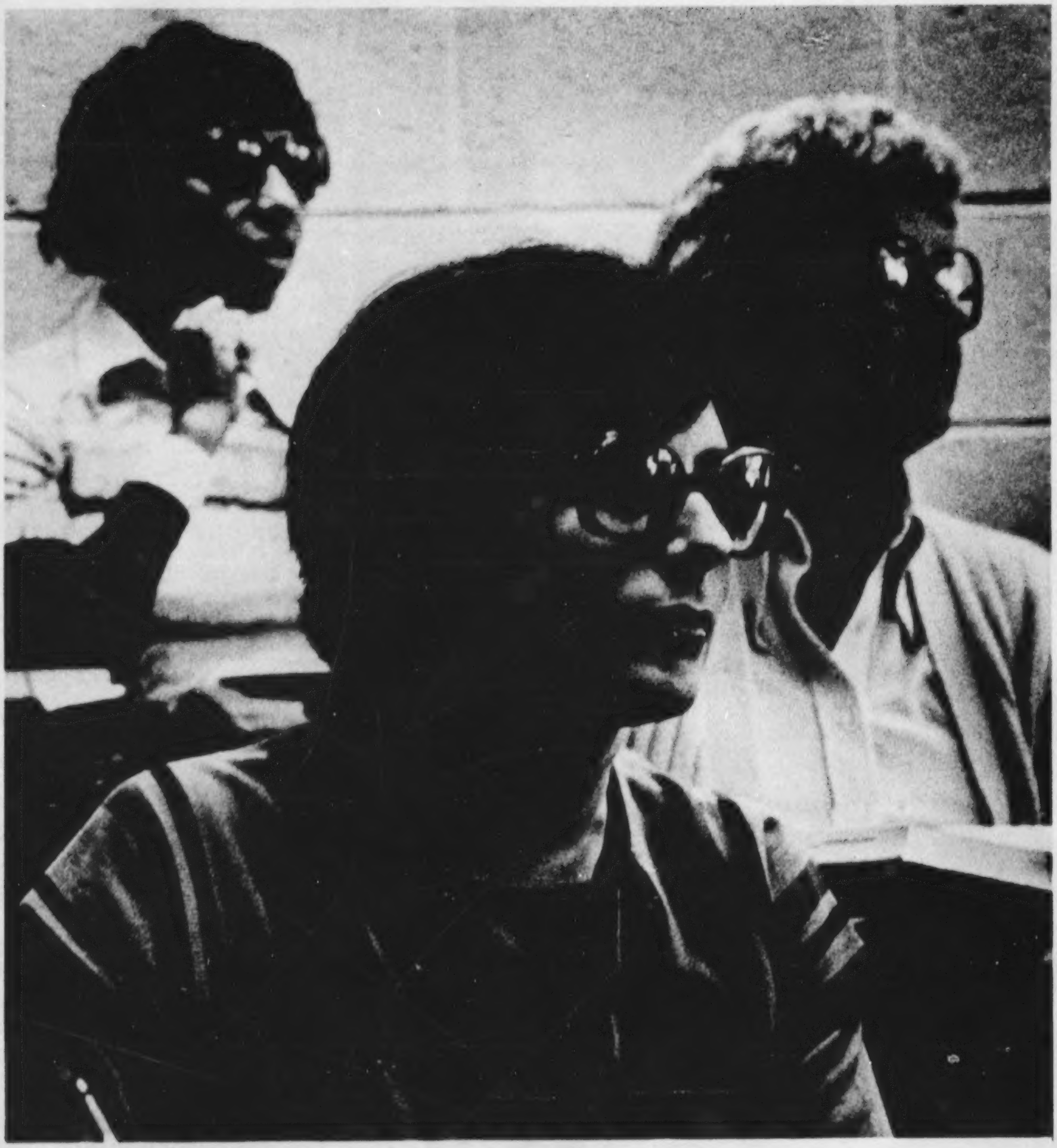
The women at this table all work for company Alpha. Four are exempt employees; the others are nonexempt. You have been meeting together for 18 months now to supply support for one another and to provide political clout. All of you have been documenting small incidents of discrimination against you. Examples include the refusal of permission to take an in-house course necessary for promotion in marketing, the refusal to consider promoting a secretary to an exempt administrative position because "there are no female toilets near the location," and a refusal to give reasons for denying a woman transfer to an all-male department.

Today, however, one of you has brought a copy of a payroll printout showing that men in comparable exempt positions are making significantly more money than the four exempt women employees in this group.

You are to make a decision as to what action you want to take. You may assume these things about company Alpha:

1. 1,000 employees
2. Manufactures premolded counter fixtures (for kitchens, bathrooms, trailers, boats and dashboards for vehicles)
3. Has no significant percentage of females in management

YOU HAVE 10 MINUTES.



WEEK 20: EXPERIENTIAL ACTIVITIES

SHERLOCK: AN INFERENCE ACTIVITY*

Objectives: to demonstrate the importance of observation, knowledge, and inference in evaluating unfamiliar situations

to allow each participant to test her detective skills and analyze her decision-making processes

Procedure:

This exercise involves a hypothetical employment interview in which conclusions about the employer, the work environment, and job satisfaction must be drawn without the interviewee's meeting the prospective employer.

Assignment: None

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*The procedure for leading this activity can be found in Pfeiffer and Jones, Eds., A Handbook of Structured Experiences for Human Relations Training, Volume 6, pages 95-101; see the bibliography.

WEEK 21: EXPERIENTIAL ACTIVITIES

NEGOTIATING FOR MONEY

Objectives: to learn how to determine realistic salaries for positions

to provide an opportunity for women who are uncomfortable about negotiating for money to role play job interviews in which money is the sole issue to be determined

Outline:

Determining Realistic Salaries

1. List on newsprint ways of obtaining information about reasonable salaries
   - Ask contacts who have similar jobs
   - Read help-wanted advertisements
   - Check help-wanted advertisements in appropriate professional journals
   - Call employment agencies
   - Ask the pay range
2. Review assertiveness techniques related to asking for what you want

Role Playing Negotiating for Money

1. Distribute, to volunteers interested in role playing as job applicants, help-wanted advertisements clipped from newspaper (try to use advertisements for positions for which participants would qualify)
2. Process role playing through class discussion
3. Alternative: ask an employment interviewer from the state employment agency or a private agency to conduct interviews utilizing actual position vacancies

Assignment: None

WEEK 22: EXPERIENTIAL ACTIVITIES

COURSE EVALUATION

Objective: to aid project directors in assessing the appropriateness of course design and the degree to which participants' competence may be attributed to training provided

Procedure:

Administer the Self-Assessment of Current Skills and Knowledge Questionnaire (see pages 108-111)

Assignment: None

WEEK 23: EXPERIENTIAL ACTIVITIES

WRAP-UP

Objective: to share informally reactions to the program

Procedure:

In a round-robin group discussion, have participants give their reactions to the program.

Assignment: None

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